Unit #1 Title: Planning for Educational Achievement/Planning for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Lesson Titles:
Lesson # 1: Stick With The Plan, Man!
Materials and Preparation Suggestions:
Poster board divided into 6 blocks
One small beanbag/sponge/soft object
At least one other staff member (optional)

Lesson #2: Our Classroom Party
Materials and Preparation Suggestions:
Dry erase board/SMART board/other visual display and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

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

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines. (DOK – Level 2)
AD.4.B.0K: Identify work habits necessary for school success. (DOK – Level 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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	

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

Unit Essential Questions:

What would happen if adults and children played all day?
Why is it important for people to have a daily plan?

Unit Measurable Learning Objectives:

The student will identify the daily plan for the classroom.
The student will identify four work habits to be successful.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Reflective Discussion)
__X__ Experiential (Conducting Experiments, Games)
_____ Independent Study
__X__ Interactive Instruction (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.

Students will identify four work habits needed for accomplishing a daily plan.
Students will identify three specific work habits needed for staying on a daily plan.

Brief Summary of Unit:

Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.

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

Vocabulary, work habits

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Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Stick With The Plan, Man! **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

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

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines.
AD.4.B.0K: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks
1 small beanbag/sponge/soft object
At least one other staff member or alternative option

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
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 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The students will identify three school classroom routines.
The students will identify how well you follow three school routines.
The students will identify four work habits necessary for school success.

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 model four work habits needed for staying on a daily plan.
The student will identify three habits they follow (during the evening or at night) to prepare for school the next day.

Lesson Preparation

Essential Questions:
What would happen if adults and children played all day?

Engagement (Hook):
Counselor plans the following ahead of time with one or two other staff members:
Counselor and other staff member(s) enter class at same time, announcing that it's their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose scheduled time it is ensues. Counselor remains, and begins the discussion of why it is important to have a daily plan.
If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children's reactions and then asks, "Any questions?" Then the counselor calms the children by saying, "Don't worry, that's why we have a plan."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks why it is important to have a daily plan.	1. Students offer responses such as: order, do what you suppose to do, etc.
2. Counselor asks students to describe their classroom schedule.	2. Students share their classroom schedule and routine with the class.
3. What do students need to do to help our	3. Students offer answers (e.g. listen,

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class keep our daily plan? As students give answers, counselor draws each suggestion in a block on the poster board, until all blocks are filled. (Ears for listening, hand for hands to self, etc.)	hands/feet still, eyes on teacher, work together cooperatively, quiet/silent voices, follow directions).
4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.	4. Students listen and watch.
5. Counselor asks several students to "show us" what that skill/behavior looks like, making sure that every student is included in modeling.	5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)
6. Counselor summarizes: "Now that you've practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a *thumbs up* if you will do your best to follow the plan!" (or similar response).	6. Students respond.

Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Our Classroom Party **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

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

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines.
AD.4.B.0K: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Dry erase board/SMART board/other visual display, and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
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 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work collaboratively with classmates to review the classroom schedule and select a time for a party.
The student will work collaboratively to identify at least two behaviors expected at a classroom party.

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 work as team members to review their classroom schedule.
Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

Lesson Preparation

Essential Questions:
Why is it important for people to have a daily plan?

Engagement (Hook):
Counselor walks in the classroom and says, “Please raise your hand if you would you like to have a party.”

Counselor says, “Now, raise your hand if you would you like to help plan the party.”

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks, “What do we need to think about for the party?”	1. Students will give their input (probably like food, movie, etc.)
2. Counselor says, “Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party.	2. Students are thinking about what the counselor is saying.
3. Counselor then asks the students, “When do you have specials, lunch, and recess?	3. Students respond by giving the time of day that they have these three activities during the school day.

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4. Counselor then reminds students how important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.	4. Students listen to the counselor.
5. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?	5. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.
6. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"	6. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).
7. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).	7. Students make party invitations to remind themselves of their next classroom party.
8. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.	8. Students listen to counselor.

Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Planning for Educational Achievement/Planning for School Success Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What would happen if adults and children played all day?
2. Why is it important for people to have a daily plan?

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 the daily plan for the classroom.		AD.4.A.0K Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – Level 2 DOK – Level 2
2. The student will identify four work habits to be successful.		AD.4.A.0K AD.4.B.0K		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A	DOK – Level 2 DOK – Level 2

ASSESSMENT DESCRIPTIONS*:

Students will identify four work habits needed for accomplishing a daily plan.
Students will identify three specific work habits needed for staying on a daily plan.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party

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

UNIT RESOURCES:

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

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

Unit #1 Title: Study and Work for Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30-35 minutes

Lesson Titles:
Lesson #1: Complete or Incomplete? That is the Question!
Materials and Preparation Suggestions:
2 puppets (optional)
2 different blank worksheets obtained from classroom teacher as described in lesson 1

Lesson #2: FLY to Success
Materials and Preparation Suggestions:
3 paper airplanes, each labeled #1 – following directions, #2 - listening, and #3-you get along with others
Handout of FLY Airplane Activity Sheet for each student.
Success Plan Activity Sheet

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

Grade Level Expectations (GLEs):
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.(DOK Level - 2)
AD.4.B.01: Develop and practice work habits necessary for school success. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 5. Comprehend and evaluate written, visual and oral presentations and works.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those

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	tasks. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is learning important?

Unit Measurable Learning Objectives:

The students will identify four of the parts for completing correctly completed classroom assignments.
The students will model four of the parts of completing a correctly completed classroom assignment.
The students will model at least three work habits necessary for school success.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
__X__Experiential (Narratives, Storytelling)
_____Independent Study
__X__Interactive Instruction (Role Playing, Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will determine four factors that contribute to a correctly completed assignment.
The student will model three behaviors for completing a correctly completed assignment.

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Brief Summary of Unit:
Students will identify skills needed for correctly completing assignments and improve school work habits.

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

Identify and follow classroom and school routines.
Identify work habits necessary for school success.

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Unit #1 Title: Study and Work for Success

Lesson Title: Complete or Incomplete? That is the Question! **Lesson**: 1 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

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

Grade Level Expectations (GLEs):
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.
AD.4.B.01: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

2 puppets (optional)
Get two different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions. For the group activity, the counselors should prepare 4-5 different incorrectly completed assignments.

NO ACTUAL STUDENT WORK SHOULD BE USED!!

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
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 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 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.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will, as a group member, identify four factors that contribute to a correctly completed assignment.

The students will identify at least three work habits necessary for school success.

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 determine four factors that contribute to a correctly completed assignment. The student will use the FLY Activity Sheet to self assess work habit skills and develop a plan for needed improvement.

Lesson Preparation

Essential Questions:
What does it mean to do a job correctly?
Why should we make sure we do a job correctly?

Engagement (Hook):
Counselor will engage in a conversation between 2 puppets. Each puppet would have identical worksheets, but one would be neat, complete and following directions, while the other one is crumpled, no name, missing answers, etc. Puppets should compare papers talking about high points, differences, and how one is completed and the other one is incorrectly completed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:

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1. Ahead of time, counselor should consult with the teacher to find out the specifics of what s/he requires as components for a correctly completed assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)	1. Students listen to introduction.
2. Counselor will ask the group: How are these two assignments alike and different?	2. Students will respond identifying elements of complete and incomplete assignments (see #1).
3. Counselor will write the student generated components of a correctly completed assignment on a dry erase, smart board, chart paper, or other.	3. Students observe
4. What work habits help in making sure that work is completed correctly? Give me thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work correctly? (Following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.)	4. Students will listen to each work habit and give thumbs up/thumbs down.
5. Divide students into 4-5 groups, giving each group one of the incorrectly completed assignments described above. Each group is to identify the areas that need improvement for completion of the work.	5. Students will work together, cooperatively, to complete the activity. (2-3 minutes)
6. Each group will report its findings to the rest of the class.	6. Each group reports findings; the other students/groups listen.
7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity.	7. Students sit quietly, ready for their next activity.

Teacher Follow-Up Activities

The teacher may review the list of good work habits, and students will put those habits into practice by completing the next assignment.

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Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Study and Work For Success

Lesson Title: FLY to Success **Lesson**: 2 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

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

Grade Level Expectations (GLEs):
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.
AD.4.B.01: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

3 paper airplanes, each labeled: #1 – following directions, #2 - listening, and #3-you get along with others
Handout of *FLY Airplane* activity sheet for each student.
Success Plan Activity Sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
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 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 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. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.

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		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
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify two assignment completion skills they need to improve.
The student will explain how and why to follow directions.
The student will explain how and why to pay attention when they listen.
The student will identify three social skills that help them cooperate with others.

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 be asked how they will improve their skills.
The student will explain how they can improve at following directions.
The student will be able to identify skills needed to get along with others.

Lesson Preparation

Essential Questions:
Why is it important to follow directions?
Why is it important to listen?
Why is it important to cooperate with others?

Engagement (Hook):
Bring in three paper airplanes numbered 1 (Follow directions), 2 (Listen), and 3 (You get along with others). Counselor soars the three paper airplanes in the air. Ask the students who got the airplane with the #1. Read what skill airplane #1 stands for and write it on the board. Ask the students who got the airplane with the #2. Read what skill airplane #2 stand for and write it on the board. Ask the students who got the airplane with the #3. Read what skill airplane #3 stands for and write it on the board. What is another word we can use to describe getting along with others? We call that cooperating.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask the student what the first letter from each of the three skills spells.	1. Students will respond by saying, “fly”.
2. Counselor distributes and explains the FLY Airplane activity sheet.	2. Each student will receive a FLY Airplane activity sheet.
3. Counselor will ask the students to honestly rate themselves in each of these areas.	3. Students will complete the FLY Airplane activity sheet individually.
4. Counselor will instruct students to review the FLY Airplane activity sheet and identify one or more skills to improve based on ratings. For students with ratings of all 3’s, students are instructed to select a skill they would like to improve.	4. Students will reflect on their ratings and complete a Success Activity Sheet.

Teacher Follow-Up Activities

The teacher may review the list of effective work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)

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FLY

Rate Yourself on the FLY Skills

1=Needs Improvement 2 = Satisfactory 3 = Excellent

Follow Directions

_____

Listen Well

_____

You Get Along with Others (Cooperate)

_____

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Success Plan Activity Sheet

List 3 ways that you can improve each skill listed below. Choose one or more skill(s) you would like to improve based on your FLY rating sheet.

FOLLOW DIRECTIONS

1. _____
2. _____
3. _____

LISTEN

1. _____
2. _____
3. _____

YOU GET ALONG WITH OTHERS
(COOPERATE)

1. _____
2. _____
3. _____

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Study and Work for Success Students will identify skills needed for correctly completing assignments and improve school work habits.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30-35 minutes

ESSENTIAL QUESTIONS:

1. Why is learning important?

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 four factors that contribute to correctly completed classroom assignments.		AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will identify at least three work habits necessary for school success.		AD.4.A.01 AD.4.B.01		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A	DOK Level – 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will determine four factors that contribute to a correctly completed assignment.
The student will use the Activity Sheet to self-assess work habit skills and develop a plan for needed improvement.

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

	_____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success

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

UNIT RESOURCES:

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

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

Unit #1 Title: Becoming a Self Starter **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson # 1: I WILL DO IT!
Materials and Preparation Suggestions:
Story: "The Not-So Independent Working Classroom" (provided)
Independent Working Skills Checklist
Chart Paper

Lesson # 2: I DID IT!
Materials and Preparation Suggestions:
Completed Independent Working Skills Checklist (see lesson 1)
"Positive Work Habit Name" Sheet

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

Grade Level Expectations (GLEs):
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. (DOK Level -2)
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

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

Unit Essential Questions:

What work/study habits will help you be successful in life?
Why are positive habits important?

Unit Measurable Learning Objectives:

The student will demonstrate abilities to complete classroom tasks independently.
The student will evaluate individual work habits by completing an independent working skills progress report.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare & Contrast)
__X_ Indirect (Reading for Meaning, Reflective Discussion)
_____ Experiential
__X_ Independent Study (Homework)
__X__Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

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

The student will self-assess their level of success on two work habits.

Brief Summary of Unit:
Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Steps for completing classroom assignments and activities.

Work habits necessary for school success.

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Ability to demonstrate skills needed to complete classroom tasks independently. Ability to develop plans and apply planning ability to build individual work habits and study skills in a variety of learning situations.

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Unit #1 Title: Becoming a Self Starter

Lesson Title: "I WILL DO IT!" **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30-35 min.

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

Grade Level Expectations (GLEs):
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently.
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Attached story *The Not-So Independent Working Classroom* for each student
Attached *Independent Working Skills Progress Report* for each student
Chart paper for listing habits

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will choose two work habits to practice and demonstrate during the week.

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 be able to identify at least three effective work habits.
The student will choose two work habits that they personally want to practice for a week. Each day they will self-assess their level of success.

Lesson Preparation

Essential Questions:
What work/study habits will help you be successful in life?
Engagement (Hook):
Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word "independent")

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out *The Not-So Independent Working Classroom* story to each student.	1. Students receive the handout and quietly look over it.
2. The counselor reads the story and prompts the students to read aloud the "Not I" and the "I will try" statements in the story and tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	2. Students will respond "Not I" and "I will try" as the counselor reads the story.
3. After reading the story, the counselor tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	3. Students will listen.

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4. The counselor will ask the class: "What habits might get in the way of working independently?" Circle those words in the story.	4. Students generate answers (e.g., interrupting others, talking loudly, giving up when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).
5. "Now, looking back to the story, what are some habits that help people work well independently?" Underline those habits in the story.	5. Students underline the helpful habits in the story.
6. Counselor gives each student a blank, *Independent Working Skills Progress Report* chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, students will self-assess how well he or she applied the skill by either putting a smiling face or a straight face in the box. Charts will be reviewed during the next lesson.	6. Students fill in chosen work habits during the week to practice.
7. In closing the counselor says, "Who will be able to complete the chart this week. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.	7. Students will indicate they will complete the charts and will develop own positive work habit names.

Teacher Follow-Up Activities

The teacher will have students self assess their work habit progress at the end of each day.

Counselor reflection notes (completed after the lesson)

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(NOTE: Counselor should check names ahead of time to make sure that none of his/her current students' names are used in the story.)

<u>The Not-So Independently Working Classroom</u>

There once was a classroom where the teacher wanted the students to complete an assignment independently. "Who will be able to complete this assignment on his or her own?" asked the teacher.

"Not I," said Talkative Timmy.
"Not I," said Bashful Betty.
"Not I," said Wandering Wanda.
"Not I," said Noisy Ned.
"Not I," said Interrupting Ida.
"Not I," said Rude Rhoda.
"Not I," said Angry Al.
"Not I," said Humming Harry.
"Not I," said Mumbling Mary.
"Not I," said Destructive Donnie.

"*I* will try!" said Independent Irene.
"*I* will try!" said Listening Larry.
"*I* will try!" said Focused Fred.
"*I* will try!" said Prepared Patty.
"*I* will try!" said Behaving Bonita.
"*I* will try!" said Hardworking Harriet.
"*I* will try!" said Conscientious Carla.
"*I* will try!" said Thinking Thad.
"*I* will try!" said Responsible Rudy.
"*I* will try!" said Respectful Ralph.
"*I* will try!" said Persevering Perry.

The teacher said, "I appreciate all of the students who are willing to try to do the assignment independently. I will help others learn independent work habits so that everyone can be successful at school and at home!"

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NAME: _____

INDEPENDENT WORKING HABITS
PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____ _____

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Unit #1 Title: Becoming a Self Starter

Lesson Title: "I DID IT!" **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

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

Grade Level Expectations (GLEs):
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently.
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Independent Working Skills Progress Report for each student (see lesson 1)
Positive Work Habit Name and Picture Activity Sheet

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will share data collected on his/her selected work habits.

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 identify positive work habits and monitor their application of a positive work habit.

Lesson Preparation

Essential Questions:
Why are positive habits important?

Engagement (Hook):
Students write their positive work habit names (Neat Nelly, Working Walter) on the activity sheet. The students can draw a picture of their character on the sheet, write how they feel when they have positive work habits and/or draw a picture of them performing that positive work habit.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor asks students to tell about the *Positive Work Habit Name* they selected for themselves; including reason for selection, how habit is demonstrated and how applying the habit helps him or her to do it.)	1. Students share their name sheet and picture and provide an explanation for why they selected the name for themselves (Example: My Positive Work Habit Name is: Organized Annie. I put things where they belong and I keep my desk clean.
2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week.	2. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week.
3. In closing the counselor says, “Who was able to complete their positive work habit sheet this week?”	3. Students respond, “I did it!”
4. Counselor collects positive work habit sheets for review.	4. Students turn in positive work habit sheets.

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Teacher Follow-Up Activities

The teacher will review the charts of the students' progress. The teacher may chose to refer some students to the counselor for small group on individual work if they are having difficulties with positive work habits.

Counselor reflection notes (completed after the lesson)

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This sheet should be completed the previous week before this lesson.

NAME: _____

INDEPENDENT WORKING HABITS
PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____ _____

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My Positive Work Habit Name:

_____ _____

My picture…

When I use positive work habits, I feel_____.

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Becoming a Self Starter Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes
ESSENTIAL QUESTIONS: 1. What work habits will help you be successful in life? 2. Why are positive habits important?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate abilities to complete classroom tasks independently.		AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -2 DOK Level - 4
2. The student will evaluate individual work habits by completing an independent working skills progress report.		AD.4.A.02: AD.4.B.02:		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A	DOK Level -2 DOK Level - 4

ASSESSMENT DESCRIPTIONS*: The student will self-assess their level of success on two work habits.					
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	__x__ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction				
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies ___x__ Reading for Meaning (Ls. 1) _____ Inquiry ___x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts ___x___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: That's How You Do It! **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30-35 minutes each

Lesson Titles:
Lesson # 1: Help Is On The Way!
Materials/Special Preparations Required:
Study/Test Taking Habits Inventory
Study/Test Taking BINGO sheet

Lesson # 2:BINGO!
Materials/Special Preparations Required:
Study/Test Taking Habits Inventor
Study/Test Taking BINGO sheet from previous lesson
Study/Test Taking BINGO cards (for drawing)
Pencils/Markers for each student
Optional: Small reward for students

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

Grade Level Expectations (GLEs):
AD.4.A.03: Identify and practice study skills and test taking strategies. (DOK Level - 2)
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to 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.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society

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	8. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What skills and strategies help me to complete tasks?

Unit Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.

Unit Instructional Strategies/Instructional Activities:

_____ Direct
__X__ Indirect (Reading for Meaning)
__X__ Experiential (Games)
__X__ Independent Study (Assigned Questions)
__X__ Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

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

The student will self-assess their proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Brief Summary of Unit:

Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.

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

Demonstrate skills needed to complete classroom tasks independently.
Build individual work habits and study skills that apply to a variety of learning situations.

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Unit #1 Title: That's How You Do It!

Lesson Title: Help Is On The Way! **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

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

Grade Level Expectations (GLEs):
AD.4.A.03: Identify and practice study skills and test taking strategies.
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventory
Study/Test Taking BINGO sheet

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 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 perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess ability to demonstrate 24 different study skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete an inventory that self-assesses proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation

Essential Questions:
Why do are study skills important

Engagement (Hook):
Counselor goes into class obviously unprepared (mismatched clothing, messy hair, forgotten materials, eating). Counselor asks students, “Do I look prepared for class today?”

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Today we are going to discuss study and test taking habits and learn about out habits. Counselor distributes the *Study/Test Taking Habits Inventory*.	1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting.
2. Counselor reads the *Study/Test Taking Habits Inventory* as students follows along and responds to each item.	2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion.
3. Counselor distributes *Study/Test Taking Habits BINGO sheet.* Counselor explains	3. Students write key words on the BINGO sheet in any spot that they wish.

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that, as each skill is discussed, the students should write the key word, which is in bold and underlined in anyone of the squares on their BINGO sheet.	
4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade	4. The students return papers or put them away as instructed.
5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.	5. Students listen.

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

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NAME_____ DATE_____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an **active listener** and class participant.			
2. I make sure I have enough **energy**.			
3. I keep an **assignment notebook** for homework.			
4. I choose a **regular time to study**.			
5. I **have the materials** I need before I start.			
6. I **prepare for a test** at least a few days before I take it.			
7. I **find a place** with good lighting, a desk and a chair.			
8. I **work with no interruptions**.			
9. I **work steadily** without daydreaming.			
10. I **take necessary breaks**.			
11. I get a **good night's rest** before a test.			
12. I **start** my **assignments quickly**.			
13. I hand in my **assignments on time**.			
14. I **keep a dictionary available**.			
15. I **check over** my **work**.			
16. I **eat a good breakfast** on test day.			
17. I **read through a chapter** of a book and then **skim for facts** afterwards.			
18. I **reward myself** after studying.			
19. I **take notes**.			
20. I **listen to the directions**.			
21. I **ask** the teacher **for help** if I need it.			
22. I **do the easiest ones first** so I will have more time to spend on the harder ones.			
23. I **write neatly and accurately**.			

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STUDY/TEST TAKING BINGO **NAME:_____**

		Free Space		

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Unit #1 Title: That's How You Do It!

Lesson Title: BINGO! **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

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

Grade Level Expectations (GLEs):
AD.4.A.03: Identify and practice study skills and test taking strategies.
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventor
Study/Test Taking BINGO sheet from previous lesson
Study/Test Taking BINGO cards (for drawing)
Pencils/Markers for each student
Optional: Small reward for students

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 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 perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1: Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
The student will describe the importance of using basic time management and organizational skills for assignment and/or task completion.

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 play a game that emphasizes study skills, test taking strategies, basic time management, and organizational skills.
The students will explain skills and/or the value of performing that skill.

Lesson Preparation

Essential Questions:
Why do you need study skills?

Engagement (Hook):
Counselor leads the class in the following song to the tune of *B-I-N-G-O:*

S-T-U-D-Y
S-T-U-D-Y
S-T-U-D-Y
Study is our game-o

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor distributes each student's *Study/Test Taking BINGO sheet*. (If student	1. Students should get out a pencil, and may read over the sheet while waiting.

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was absent during the last lesson, student will get a counselor prepared *Study/Test Taking BINGO sheet*)	
2. Counselor briefly reviews how to play BINGO. "Today's game is based on the study skills/test taking strategies reviewed in our previous lesson."	2. Students listen
3. Counselor explains that, as each skill is called, the students should mark where they have the key word on their BINGO sheet.	3. Students mark an X when the key words are called.
4. As the key words are drawn, students will be asked to provide either a brief description of the skill or a brief explanation of how it can be used.	4. Students provide responses
5. Counselor tells students that, by using these skills consistently, they will all be winners in school.	5. Students listen
(GAME OPTIONS: You can play several times by having students use different colored markers for each game. Black out, four corners, X or T or L games are also options. Or Students can circle the skill they either need to work on most, or found most helpful, etc.)	

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

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STUDY/TEST TAKING BINGO NAME: _____

Active Listener	Take Notes	RegularTime to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test	Free Space	Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

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Study/Test Taking BINGO cards

Cut these apart for drawing

Active Listener	**Take Notes**	**RegularTime to Study**	**Listen to Directions**	**Assignment Notebook**
Read Through a Chapter	**Reward myself**	**Skim for Facts**	**Energy**	**Good Night's Rest**
Find a Place	**Prepare for a Test**		**Have the Materials**	**Work with no Interruptions**
Check Over My Work	**Eat a Good Breakfast**	**Work Steadily**	**Ask for Help**	**Take Necessary Breaks**
Write Neatly and Accurately	**Keep a Dictionary Available**	**Assignments on Time**	**Do Easiest First**	**Start my Assignments Quickly**

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Academic Development

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

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

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

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

UNIT DESCRIPTION: That's How You Do It! Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30-35 minutes
ESSENTIAL QUESTIONS: 1. What skills and strategies help me to complete tasks?	

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 study skills and test taking strategies.		AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.		AD.4.A.03 AD.4.B.03		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	DOK Level – 2 DOK Level – 2

				L.3.4 L.3.5 L.3.6		

ASSESSMENT DESCRIPTIONS*:
The student will self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2: BINGO!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2: BINGO!

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

UNIT RESOURCES:

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

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

Unit #1 Title: Tick–Tock Goes The Clock **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30-40 min. each

Lesson Titles:
Lesson # 1: Time Is On My Side!
Materials and Preparation Suggestions:
Weekly Time Management Schedule Template (provided)
Betty's Busy Week (provided)

Lesson # 2: Time Is On My Side! Again!
Materials and Preparation Suggestions:
Weekly Time Management Schedule Template (saved from Lesson 1)
Case Study: *Frantic Fred's Week* (provided)
Blank *Weekly Time Management Schedule* Template (provided)
Colored markers in red, yellow, and green

Lesson # 3: It's Time for Test Skills Rock!
Materials and Preparation Suggestions:
Song: Testing Skills Rock (provided)
Tips and Pointers for Taking Tests (provided)
Study/Test-Taking Strategies Inventory (provided)

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

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. (DOK Level -3)
AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion. (DOK Level -3)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom

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	3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Unit Essential Questions:

What does it mean to use time wisely?
How can I manage my time?
How can I improve my test scores?

Unit Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.
The student will apply two time management techniques and two organizational techniques necessary for task completion.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided and Shared-Reading Listening, Viewing, Thinking)
_____ Indirect
__X__ Experiential (Simulations)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Think, Pair, Share, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

The student will work in small groups to develop a weekly self-management schedule based on a case study.

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The student will be able to identify study and test taking skills.

Brief Summary of Unit:
Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Self management and organizational skills
Telling Time
Vocabulary: Venn Diagrams (Definition and Use)

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Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! **Lesson:** 1 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

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

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Time Management Schedule Template (provided)
Betty's Busy Week (provided)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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 ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

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

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

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 work as a class to develop a weekly time-management schedule based on *Betty's Busy Week*, applying at least two time management techniques.

Lesson Preparation

Essential Questions:
How can I manage my time?

Engagement (Hook):
Read *Betty's Busy Week*. As students, "How can she manage her time with so many activities to complete?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor introduces the concept of time management: a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have to do (e.g., chores, homework). c. Tasks/activities that we want to do (e.g., play, watch TV, go to the park). "Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with	1. Students listen.

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a workable plan for Busy Betty."	
2. Each student is given a copy of *Betty's Busy Week.* Counselor asks students to: a) Circle the tasks/activities that are scheduled that Betty must do b) Draw a box around the tasks/activities that are unscheduled that Betty must do c) Put an X in front of those tasks/activities that Betty wants to do	2. Students follow directions given, and check their work with a partner.
3 With students' help, the counselor fills out the weekly schedule for Betty.	3. Students offer suggestions for task placement in Busy Betty's schedule.
4. As a closing, have student volunteers to tell one thing they learned from this lesson.	4. As individuals respond, the other students can do a "thumbs up" if that is also something new that they learned from the lesson.
5. Counselor can tell the class that in the next lesson they will be working in small groups to develop a weekly schedule for a student named Frantic Fred.	5. Students listen.

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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BETTY'S BUSY WEEK

Betty is VERY busy (just like YOU)! She is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Betty's "To Do" list:

Piano practice (Monday from 4-5 p.m.)
Birthday Party (Saturday from 1-4 p.m.)
Girl Scouts (Thursday from 7-8:30 p.m.)
Spelling Test (Friday)
Church School (Wednesday from 6:30-7:30 p.m.)
Book Report (due on Monday)
Daily chores that take 30 minutes
See a new movie (comes out on Monday; shows from 5-7 p.m.)

Additional Information about Betty:

School is from 8 a.m. until 3 p.m.
She must be at the bus stop at 7:30 a.m.
Bedtime is 9 p.m.
Don't forget to eat!

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Name: _____ Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! AGAIN! **Lesson:** 2 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

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

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Weekly Time Management Schedule Template (saved from Lesson 1)
Case Study: *Frantic Fred's Week* (provided)
Blank *Weekly Time Management Schedule* Template (provided)
Colored markers in red, yellow and green

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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 ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

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

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

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 small groups to develop a weekly time management schedule based on case study *Frantic Fred's Week*, applying two time management techniques and two organizational techniques.

Lesson Preparation

Essential Questions:
How can I manage my time?

Engagement (Hook):
Counselor posts the class-generated schedule for Betty and encourages student reflections about process they used to develop a daily/weekly schedule for Betty.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Following the hook the counselor asks students to describe the schedule created for Betty.	1. Students listen.
2. Counselor reviews the elements of planning and time management: a. Scheduled tasks/activities that we have to do	2. Students listen.

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b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do "Trying to fit all of those tasks/activities into a week can be a challenge, as we have seen. Today, you are going to work in small groups to come up with a workable plan for Frantic Fred."	
3. Divide students into groups of 4. Each group is given the case study Frantic Fred. Counselor asks students to first color-code the activities: a. Tasks/activities that are scheduled that Fred must do (blue) b. Tasks/activities that are unscheduled that Fred must do (red) c. Tasks/activities that Fred wants to do (green)	3. Students follow directions given, and work with their group.
4. Counselor instructs groups to create a schedule for Fred by using the color coded activities.	4. Students complete task in groups.
5. After 15 minutes, bring the groups together to discuss results. Counselor compiles a master schedule for Fred based on the groups' results.	5. Groups explain their schedules for Fred.
6. As a closing, have student volunteers tell one thing that they learned from this lesson.	6. Students offer suggestions, with others giving *thumbs up* if they also learned the lessons cited.

Teacher Follow-Up Activities

Teacher guides students in the use of their planners/agenda. For extra credit, students may write list of those new skills that they learned in the lessons, and how they plan to put them to use.

Counselor reflection notes (completed after the lesson)

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CASE STUDY
FRANTIC FRED'S WEEK

Fred is frantic because he has so much to do! He is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Fred's "To Do" list:

- **Soccer practice (Monday and Wednesday 4-5 p.m.)**
- **Soccer games (Saturday 9:00-10:00 a.m., and 1:00-2:00 p.m.)**
- **4-H meeting (Monday 7-8:30 p.m.)**
- **Math Test (Thursday)**
- **Church School (Wednesday 6:30-7:30 p.m.)**
- **Social Studies Project (due on Monday)**
- **Daily chores that take 30 minutes**
- **Wants to get to a new level on his video game before he sees his cousin on Sunday**

Additional information about Fred:

- **School is from 8:00 a.m. until 3:00 p.m.**
- **He must be at the bus stop at 7:00 a.m.**
- **Bedtime is 9:00 p.m.**
- **His mom insists that the family always eat dinner together.**

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Name: _____ Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Unit #1 Title: Tick –Tock Goes The Clock

Lesson Title: It's Time for Testing Skills Rock! **Lesson:** 3 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

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

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Song: Testing Skills Rock (provided)
Tips and Pointers for Taking Tests (provided)
Study/Test-Taking Strategies Inventory (provided)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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 ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) **Specific Skill(s)**

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.

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 take an inventory to assess their ability to apply study and test taking skills.

Lesson Preparation

Essential Questions:
How can I improve my test scores?

Engagement (Hook):
Counselor comes into the classroom humming the tune of Jingle Bell Rock. Counselor distributes copies of the *Testing Skills Rock* song sheet. Counselor and students sing *Testing Skills Rock.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor instructs the students to identify and underline test-taking skills mentioned in the song.	1. Students identify and underline the test taking skills mentioned in the song.
2. Counselor distributes *Tips and Pointers for Taking Tests*. The counselor pairs students up to discuss why these tips are important (5 minutes).	2. Students discuss with their partner why these tips are important. Students will share their thoughts with the group.

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3. Counselor reminds students that in previous lessons they reviewed/learned tips for studying, time management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.	3. Students listen.
4. Counselor distributes the *Study/Test-Taking Strategies Inventory* and students self-assess their usage of the strategies, and then write a TO DO list on the back indicating skills that need to be further developed. Collect the completed inventories, and after a quick check of each student's self-assessment, completed *Inventory* sheet may be filed in the student's Portfolio. (OPTIONAL: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth.)	4. Students complete the self-assessment and write a TO DO list on the backside of the inventory sheet for skills that need to be further developed. Some students will share their TO DO list with the class.

Teacher Follow-Up Activities

The teacher encourages/guides students in the use of the tips and pointers for test taking and study skills and in the use of a planner/agenda.

Counselor reflection notes (completed after the lesson)

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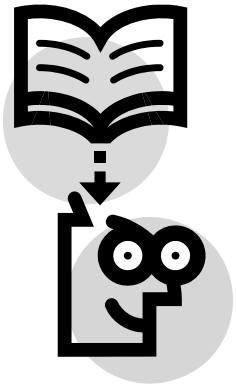
TESTING SKILLS ROCK!

(Sung to the tune of Jingle Bell Rock)
Written by: Shari Sevier

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time…who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!



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TIPS AND POINTERS FOR TAKING TESTS

1. **Be rested, well fed, and prepared (pencils, pens, materials).**
2. **Use complete sentences when answering questions.**
3. **Read the entire question, and all possible answers, carefully.**
4. **Underline or circle key words.**
5. **Make your best guess only when you don't know.**
6. **Eliminate the obvious wrong answers first.**
7. **Make an outline before starting.**
8. **Do easiest questions first.**
9. **Keep your first answer unless you are POSITIVE it's wrong.**
10. **Look for words like "always," "never," "none," etc. They are often false.**
11. **Look for words like "sometimes," "usually," "often," etc. They are often true.**
12. **Check your work before handing it in.**
13. **Check your grammar, spelling, and punctuation.**
14. **Keep trying until the test is finished.**
15. **Make an outline that includes key words/phrases to organize your thoughts.**
16. **Use memory cues to learn facts.**
17. **Don't leave any answers blank.**

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NAME_____ DATE_____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Tick–Tock Goes The Clock Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30-40 minutes each

ESSENTIAL QUESTIONS:

1. What does it mean to use time wisely?
2. How can I manage my time?
3. How can I improve my test scores?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply two study skills and two test taking strategies used to improve academic achievement.		AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion.		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 W.4.1 W.4.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -3 DOK Level -3
2. The student will apply two time management techniques and two organizational techniques necessary for task completion.		AD.4.A.04 AD.4.B.04		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5	AD A	DOK Level -3 DOK Level -3

				L.4.6 W.4.1 W.4.4		

ASSESSMENT DESCRIPTIONS*:

The student will work in small groups to develop a weekly self-management schedule based on a case study.
The student will be able to identify study and test taking skills.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!

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

				_____ Learning Centers	___x__ Problem Solving (Ls. 1-2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Successful Students! **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 30-40 minutes each

Lesson Titles:
Lesson # 1: Dear Sassy Successful Student
Materials and Preparation Suggestions:
Dear Sassy Letters (provided)
Self-assessment (provided)

Lesson # 2: My Time to Shine!
Materials and Preparation Suggestions:
Time Management Template (provided)
My Busy Week Sheet (provided)
Glass Cup (approximately 2 cup clear measuring glass)
Enough garden rocks to fill up the measuring glass
Dry corn or beans (1 cup)
Sand (1 cup)
Bottled water

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

Grade Level Expectations (GLEs):
AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. (DOK Level - 3)
AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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

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	3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Unit Essential Questions:

What does it mean to be a successful student?
What qualities does a successful student possess?

Unit Measurable Learning Objectives:

The student will name three study skills strategies and three test taking strategies to enhance academic achievement.
The student will name three methods/strategies for completing assignments on time.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations, Guided & Shared)
_____ Indirect
__X__ Experiential (Simulations, Role-playing, Surveys)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, 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 student will self-assess his/her current abilities in study and test taking strategies via a written self-assessment.
The student will create a personal weekly time management schedule.

Brief Summary of Unit:
Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous

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year's assessment.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Study skills and test taking strategies, time management and organizational techniques

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Unit 1 Title: Successful Students!

Lesson Title: Dear Sassy Successful Student **Lesson**: 1 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

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

Grade Level Expectation (GLE):
AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Dear Sassy Successful Student letters—attached
Self-Assessment--attached

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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 ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

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

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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three study skill strategies and three test taking strategies to enhance academic achievement.

Lesson Formative Assessment (acceptable evidence):

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

The student will self-assess his/her ability to utilize study and test taking skills via a written inventory.

Lesson Preparation

Essential Questions:
What study and test taking skills do students utilize to be successful?

Engagement (Hook):
How many of you have heard of an advice column in a magazine or newspaper? What do all of these columnists have in common?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor lists responses to engagement question from students, leading to the fact that these people all give advice.	1. Students participate by suggesting answers to questions.
2. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter.	2. Students listen/participate.
3. Counselor tells the class that each group has two tasks: 1) to come up with helpful study strategies for the letter writer; 2) to come up with a creative way for their group to present	3. Students work in small groups on assigned tasks. Student groups make presentations.

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their advice.	
4. Counselor asks for volunteer students to tell one important thing that they learned about study skills during the lesson.	4. Students share their thoughts.
5. Counselor hands out the study skills self-assessment to all students.	5. Students complete self-assessment.
6. Counselor gives students a chance to discuss their study skills self-assessment. Students will keep these assessments in their portfolios for review in 6th Grade.	6. Students discuss their self-assessment. Students take their self-assessment home and put it in their portfolios in a safe place for review in 6th Grade.

Teacher Follow-Up Activities

Teacher will encourage/guide students in the use of their test taking and study skills, as well as in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME_____ DATE_____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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Dear Sassy,
My teacher gives my class lots of essay and constructed response questions that have lots of parts. I never do very well on these questions. I always miss something. What are some things that I can do to answer these questions better?

Signed,
Missing Parts

Dear Sassy,
My teacher has multiple-choice questions that I have to answer. I always get confused with the choices. There always seems to be at least two good answers. Is there an easy way to figure out the answer?

Signed,
Confused

Dear Sassy,
I never do very well on true/false questions. Do you have any tips so I can do better? I always question my first choice, and it scares me.

Signed,
Scared of T/F

Dear Sassy,
I never feel prepared for a test, even though I studied the night before. What can I do to feel better prepared for the test?

Signed,
Feeling Unprepared

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Dear Sassy,
I go home after school and try to do my homework. Even though I start my homework as soon as I get home, it still takes me until after supper to be finished. My friends say they get their homework done in an hour. What can I do differently?

Signed,
Forever With Homework

Dear Sassy,
When I try to complete my classroom assignments, I always get confused as to what I'm supposed to do. How can I do better remembering what the teacher told me to do?

Signed,
Forgetful

Dear Sassy,
I want to be a good student but no matter how hard I try, I still cannot get good grades. What are some things I can do to become a better student?

Signed,
Striving for Success

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Unit #1 Title: Successful Students**!**

Lesson Title: My Time to Shine! **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

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

Grade Level Expectation (GLE):
AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Visual template and Paper copies of a *Weekly Time Management Schedule*—attached
Your Busy Week Sheet--attached
Glass Cup (approximately 2 cup clear measuring glass)
Enough garden rocks to fill up the measuring glass
Dry corn or beans (1 cup)
Sand (1 cup)
Bottled water

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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 ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three methods/strategies for completing assignments on time.

Lesson Formative Assessment (acceptable evidence):

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

The student will work individually to develop a personal weekly time management schedule for use.

Lesson Preparation

Essential Questions:
Why are time management and organizational skills important for students to be successful?
What types of time management and organizational skills do successful students utilize?

Engagement (Hook):
Counselor brings the items listed in material list into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?	1. Students offer responses.
2. Counselor asks the students in what order they think that they can get all of these	2. Two or three students volunteer to respond to this question.

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items to fit into the glass.	
3. Counselor asks what do you think the first thing is that you should put in? Second thing? Third thing?	3. Students raise their hands and give their guesses.
4. Counselor will put the sand in first, then the corn, and then the rocks.	4. Students will observe the counselor putting the different ingredients in.
5. Counselor will say that "As you can tell not all of the rocks will fit in and neither will the water."	5. N/A
6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say "Sometimes we have to shake things up (adjust) in order to get them all to fit."	6. Students will observe the counselor putting the different ingredients in.
7. Counselor will hand out "*Your Busy Week*" worksheet.	7. Students receive the "Your Busy Week" worksheet.
8. Counselor reviews the concept of time management. a. Scheduled tasks/activities that we have to do b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do "Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week."	8. Students listen.
9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the "Your Busy Week" handout.	9. Students follow directions given.
10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.	10. Students fill out the "Your Busy Week" handout. Students receive and complete their weekly schedule.
11. As a closing, have student volunteers tell	11. As individuals respond, the other students

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one thing that they learned from this lesson.	can do thumbs up if that is something new that they learned from the lesson.

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME: _____ DATE: _____

YOUR BUSY WEEK

Scheduled Things I Must Do:

1.
2.
3.
4.
5.
6.

Unscheduled Things I Must Do:

1.
2.
3.
4.
5.
6.

Things I Want To Do:

1.
2.
3.
4.
5.
6.

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Name: _____ Date: _____

WEEKLY SELF-MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Successful Students! Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year's assessment.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it mean to be a successful student?
2. What qualities does a successful student possess?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will name three study skills strategies and three test taking strategies to enhance academic achievement.		AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level - 3 DOK Level - 3
2. The student will name three methods/strategies for completing assignments on time.		AD.4.A.05 AD.4.B.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	DOK Level - 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:

The student will self-assess their current abilities in study and test taking strategies via a written self-assessment.
The student will create a personal weekly time management schedule.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!

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

UNIT RESOURCES:

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

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

Unit # 1 Title: The Successful Student **Grade Level:** 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

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

Lesson 2 What's Your Style?

Materials and special preparation:

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

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

Grade 7:

Lesson 3 Let's Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

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

*Study Skills Tips Ha*ndout

Test-Taking Tips Handout

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

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

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

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

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

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

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1 Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1 Identify problems and define their scope and elements

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	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

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

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

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

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

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

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

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

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

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

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

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Unit #1 Title: The Successful Student

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

Grade Level: 6

Length of Lesson: 45 min.

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

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

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan**.**

Materials (include activity sheets and/ or supporting resources)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.

Lesson Preparation

Essential Questions:
What does a successful student look like?

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

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Procedures

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

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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Characteristics/Qualities of a Successful Student

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

1: _____

2. _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

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Unit #1 Title: The Successful Student

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

Grade Level: 6

Length of Lesson: 45 min.

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

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

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan**.**

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas. 1 develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships and information, ideas and structures. 7. Evaluate the accuracy of information and the reliability of its sources. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.

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	10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

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

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Lesson Preparation

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

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

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: The Successful Student

Lesson Title: Let's Review for Better Achievement **Lesson:** 3 of 4

Grade Level: 7

Length of Lesson: 45 min.

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

Grade Level Expectations (GLEs):
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

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

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

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

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	others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify two or more skills in each of these categories: study skills, test-taking skills, and self-management skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

Lesson Preparation

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

Engagement (Hook):
Counselor/instructor will share the story of *Sam the Slacker* (or a personal story of someone

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who did not make good academic choices). (Note: change the name of Sam the Slacker if you have a student named Sam)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor/instructor will read the *Sam the Slacker* story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test.	1. Students will identify the decisions/choices Sam made that resulted in his failing the science test.
2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face?	2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.)
3. *Review Study Skill* and *Test-Taking Tips* Handouts 2 and 3. Ask students to identify the skills they use most frequently (and successfully.)	3. Students will identify the skills they use most frequently (and successfully).
4. Divide students into groups of 3 or 4. Distribute the cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations.	4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged.
5. Referring to the "*Sam the Slacker*" story, ask students to provide decisions/choices that could have changed the story's ending, using the skill cards and other information from the class activities.	5. Students review "*Sam the Slacker*" story and identify choices that Sam could have made to earn better grades.
6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans.	6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for

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	themselves. Students will write their goal(s) in their planners or assignment books.
7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.	7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.

Teacher Follow-Up Activities

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

Counselor reflection notes (completed after the lesson)

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Sam the Slacker

Sam has a big test the next day. He has put off studying until the night before the science test. When he gets home, a friend calls and wants him to go to the mall. Sam decides to go, thinking he will study when he gets home. When Sam gets home, he discovers that his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother, so Sam thinks he will study after his grandmother leaves. When his grandmother leaves, his girl friend calls and needs to talk to him about what happened to her in PE. Sam decides he will study for his test when he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. His backpack mess delays him. After searching for 30 minutes, he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It is getting late, Sam is tired, and he falls fast asleep. Since Sam stayed up so late the night before, he doesn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.

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Handout 1: Sample Planning Pages

[MONTH]

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Mon: Assignments		*Tue: Assignments*		*Wed: Assignments*		*Thur: Assignments*		*Fri: Assignments*	
8		8		8		8		8	
9		9		9		9		9	
10		10		10		10		10	
11		11		11		11		11	
12		12		12		12		12	
1		1		1		1		1	
2		2		2		2		2	
3		3		3		3		3	
4		4		4		4		4	
5		5		5		5		5	
6		6		6		6		6	

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HANDOUT 2
Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

Hints for Answering Objective Questions:

Multiple Choice	• **Read the question** • **Try to think of the answer before you look at the choices** • **Read the choices** • **Cross out the wrong ones** • **Pick the most logical answer that remains**
Matching	• **Do the ones you know first and cross them off** • **Do the best you can with whatever is left**
Short Answer	• **If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.**
True/False	• **Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.**

Hints for Answering Constructed Response and Essay Questions:

Constructed Response/Essay	• **Highlight or underline key words in the directions** • **Use prewriting strategies, such as mind maps or outlines** • **Rephrase the question as your topic sentence** • **Write facts about the key words in the question** • **Answer all of the question** • **Use complete sentences**

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HANDOUT 3

Study Skill Tips

1. **Listen actively in the classroom.**
2. **Ask questions in class.**
3. **Write down assignments.**
4. **Keep track of due dates, after-school activities, and family plans with a planner/calendar.**
5. **Ask for help before or after class.**
6. **Have a place at home to study with appropriate materials.**
7. **Complete your homework and hand it in on time.**
8. **Ask your parents or others for help.**

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AD 4 GRADE 7 LESSON 3

Activity Sheet 1 (page 1 of 3): Skill Cards

Cut the cards apart **for students to use in categorizing the skills.)**

Use an assignment book	**Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas**
Have phone numbers for classmates or homework hotline	**Organize your locker and backpack so you can readily find what you need for class and/or studying after school.**
Get organized before you go to bed	**Use in-class study time and study hall time for school work (e.g., assignments or research}**

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Activity Sheet 1 Continued (page 2 of 3): Skill Cards

(Cut the cards apart for students to use in categorizing the skills.)

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

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Activity Sheet 1 continued (page 3 of 3): Skill Cards

(Cut the cards apart **for students to use in categorizing the skills.)**

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

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ACTIVITY SHEET 2: TIME MANAGEMENT SKILLS

Tape Self-Management Skill Cards to this grid

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ACTIVITY SHEET 3: STUDY SKILLS

Tape Study Skills Cards to this grid

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ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)

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Counselor's Resource for Categorizing Skills (see step 4)

STUDY SKILLS

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments i nto smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

TIME MANAGEMENT SKILLS

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)
Create a study plan	Plan for after-school activities

TEST-TAKING SKILLS

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

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Unit # 1 Title: The Successful Student

Lesson Title: Just Checking **Lesson** 4 of 4

Grade Level: 8

Length of Lesson: 45 min. group session with group and/or individual follow-up sessions

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

Grade Level Expectations (GLEs):
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.
AD.4.B.08: Consistently apply a self-management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Introduction to the Just Checking Lesson
Just Checking Checklist-Goal-Setting activity sheet
Tips for Setting Goals information sheet
Effective Time Management System Tips information sheet

Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.

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

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

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the work place. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.

Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:

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

Engagement (Hook):

Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After reading the "*Introduction to Just Checking Lesson"*	1. Students will divide into groups of two to think/pair/share.
2. Ask students to write their definitions of a "management system" (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students' definitions of management system to individual differences in planning/self-management styles.	2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions.
3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson.	3. Students identify and discuss any discrepancies between the model and their personal management systems.
4. Hand out the *Just Checking Checklist* and ask students to complete it using their personal management system as the basis for completion of the checklist.	4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share).
5. Using the *Tips for Setting Goals* information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists.	5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal… Take The steps… GET IT DONE!!

Teacher Follow-Up Activities

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

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Counselor reflection notes (completed after the lesson)

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Counselor Resource

Introduction to "Just Checking" Lesson

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

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

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

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

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

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Handout

Effective Time Management Tips
The Key to Success in Middle School/Junior High

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

Do you:

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

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Just Checking Checklist

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

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

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

What is working well for you?

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Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.

2. Goals must be personal. They must be about you, not someone else.

3. Goals must be measurable. You need to know when you have achieved your goal.

4. Goals must have realistic time limits.

5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.

6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)

7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

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Goal Setting Activity Sheet

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

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

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Academic Development

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

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

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

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

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

ESSENTIAL QUESTIONS:

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

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

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

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

ASSESSMENT DESCRIPTIONS*:

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

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

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

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

UNIT RESOURCES:

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

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

Unit 1 Title: Learning for Life **Grade Level:** 9-12

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

Time Required for each lesson: 1 to 2 class periods

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

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

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

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

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

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

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

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

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

Materials/Special Preparations Required:

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

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

Grade Level Expectations (GLEs):

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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

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

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

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

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

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

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

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

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Unit #1 Title: Learning for Life

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

Grade Level: 9

Length of Lesson: 2 class periods

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

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

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

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

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet*. The student will identify at least one study skill habit which he/she views as personal strength(s). The student will also identify at least one study skill habit to improve upon in order to reach his/her goals.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

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

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

Procedures

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

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

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students' portfolios (or other storage system).	

Teacher Follow-Up Activities

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

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

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

Counselor reflection notes (completed after the lesson)

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Personal Study Skills and Habits
Review Survey

Name: _____ Grade: _____ Date: _____

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

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

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Review your survey responses, then answer the following questions.

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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Study Skills Tip Sheet

Name: _____ Grade: _____ Date: _____

General Study-Skill Tips:

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

Note-Taking Tips:

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

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

Textbook Reading Tips:

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

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

Test-Taking Tips:

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

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

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

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

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

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

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

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

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

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Unit 1 Title: Learning for Life

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

Grade Level: 9

Length of Lesson: 50 minutes

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

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

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

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

Materials (include activity sheets and/ or supporting resources)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Completed Personal Master Calendar for the present school year.

Lesson Preparation

Essential Questions:
How do I spend my time?

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Strategies for Taking Standardized Timed Tests **Lesson #** 3 of 6

Grade Level: 10

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply educational skills necessary to progress toward life-long learning goals.

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

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

Materials (include activity sheets and/ or supporting resources)

Individual student reports from standardized tests
PLAN PowerPoint presentation (may be downloaded from www.act.org/plan.index.html)
PSAT/NMSQT DVD presentation (may found at www.collegeboard.com)
Test Prep information may downloaded from either website listed above

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics

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		6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students list or discuss possible ways to improve their test scores.

Lesson Preparation

Essential Questions:
How do study strategies lead to $$ (dollars) for post-secondary education?
What study strategies do I use in order to best prepare myself for standardized test?

Engagement (Hook):
Counselor leads a discussion of what programs colleges and universities use as their minimum cut off scores on standardized tests for scholarship money. Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.	1. Students will observe and look over the scholarship information.
2. Students' individual score reports will be handed out.	2. Students will look over their score reports.

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3. Counselor will begin a discussion about individual score reports. The use of the *PLAN* PowerPoint or *PSAT* DVD presentation may be used to enhance information.	3. Students participate in the discussion.
4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.	4. Students will offer input as to ways to improve their own academic skills and standardized test scores.
5. Introduce websites (listed above in the Materials section) for students to visit.	5. If computers are available, students may access the test- prep websites. If not, test prep information from the test publisher may be given distributed to students.
6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.	6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.

Teacher Follow-Up Activities

Teachers can post notices listing upcoming testing dates for standardized tests.
Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Prioritizing Time **Lesson:** 4 of 6

Grade Level: 10

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.

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

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

Materials (include activity sheets and/ or supporting resources)

Student planners
Index Cards

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will create a list of their top 4 time priorities/commitments.

Lesson Preparation

Essential Questions:
How do I avoid time conflicts in my daily schedule? What are my priorities?

Engagement (Hook): Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, ask students how the conflict could have been avoided.	1. Group discussion about ways the conflict could have been avoided.

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2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did.	2. Students will write a description of their situations and the action taken to resolve time conflict.
3. Put all responses in a hat and pull out a situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.	3. Students participate in/observe/discuss skits.
4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?	4. Group discussion, regarding priorities, commitments and decision-making.
5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)	5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.
6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.	6. Students will turn in the list of their top 4 priorities.

Teacher Follow-Up Activities

Discuss specific class, work, family, and/or other time priorities.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Progressing Toward Graduation **Lesson:** 5 of 6

Grade Level: 11

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials (include activity sheets and/ or supporting resources)

Personal Plans of Study and credit checks

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will review and evaluate his/her *Personal Plan of Study* and credit checks to ensure progression toward meeting graduation requirements and postsecondary goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate on time.

Lesson Preparation

Essential Questions:
What do I still need to do in high school to be successful and attain my goals after graduation?

Engagement (Hook): Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask volunteer students to describe how they plan to achieve graduation goals.	1. Students will read their paragraphs and describe how they plan to attain those goals.
2. Discuss the possible options students have after graduation. Four-year College/ University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation.	2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1.
3. Class discussion over what has to be accomplished in high school in order for	3. Students give suggestions as to what they need to do in order to meet their

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their goals to be attained.	post-secondary goals.
4. Pass out student *Personal Plans of Study* and credit checks and go over the plans with the students.	4. Students will review information on their plans and adjust their plans according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and describe the steps needed to attain them.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Self Assessment of Time Management, Study and Test-Taking Skills **Lesson** 6 of 6

Grade Level: 12

Length of Lesson: 1 to 2 class periods

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

Grade Level Expectations (GLEs):
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.
AD.4.B.12: Exhibit self-management skills necessary for educational achievement.

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

9-12 Summative Evaluation for AD 4

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative self-evaluation for the Learning for Life Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson. It may be photocopied for your students' use.

Lesson Preparation

Essential Question: How do time management, study, and test-taking skills influence life long learning and your attainment of personal goals?

Engagement (Hook): How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating.

Self Management -Show Me. (watch for students' ratings)
Study Skills -Show Me. (watch for students' ratings)
Testing Taking Skills - Show Me. (watch for students' ratings)

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will give each senior Part One of the *9-12 Summative Self-Evaluation for AD 4*. Part One allows for each senior to rate himself or herself in the areas of time management, study skills, and test-taking skills.	1. Students will rate themselves *Good*, *Average*, or *Poor* for 27 skills they have learned throughout their educational experience.
2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest.	2. In pairs students will describe their strongest and weakest skills and discuss the implications for their success with their partners.
3. The counselor will administer Part Two of the *9-12 Summative Self-Evaluation for AD 4*. Part Two allows each student to identify and discuss situations in which specific skills were used and situations in which he or she didn't have the specific skills to be successful.	3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices.
4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner.	4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills.
5. The counselor will administer Part Three of the *9-12 Summative Self-Evaluation for AD 4*. Part Three encourages learners to project how they will use the three skill areas (Time Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning.	5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a lifelong learner.
6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the students' *AD 4 Summative Self-Evaluation*, copy them and place one in the student's permanent folder	6. Students submit their completed *AD 4 Summative Self-Evaluation*, so the counselor can copy them and return the original to student.

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and return the original to student.	

Teacher Follow-Up Activities

One possible follow-up activity would be for teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. Teachers may be able to incorporate these skills into future lessons to help the students continue to develop.

Counselor reflection notes (completed after the lesson)

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 1: LIFE-LONG LEARNING SKILLS SURVEY

1. How do you rate yourself on the following self-management skills? (Circle answer)

a. Writing down assignments/tests/projects	Good	Average	Poor
b. Turning in homework on time	Good	Average	Poor
c. Getting academic help when needed	Good	Average	Poor
d. Having a scheduled studying time	Good	Average	Poor
e. Keeping my school and personal materials organized	Good	Average	Poor
f. Having a place at home to study with materials	Good	Average	Poor
g. Managing my time during my daily schedule	Good	Average	Poor
h. Attending school regularly	Good	Average	Poor
i. Being on time to school and/or work	Good	Average	Poor

2. How do you rate yourself on the following study-skills? (Circle answer)

a. Listening actively in class	Good	Average	Poor
b. Asking questions in class	Good	Average	Poor
c. Reviewing class notes	Good	Average	Poor
d. Knowing/understanding topic-specific vocabulary	Good	Average	Poor
e. Being prepared for class	Good	Average	Poor
f. Outlining readings from textbooks	Good	Average	Poor
g. Taking effective notes	Good	Average	Poor
h. Working with others in small groups	Good	Average	Poor
i. Identifying personal learning style	Good	Average	Poor
j. Adapting to different teaching styles	Good	Average	Poor

3. How do you rate yourself on the following test-taking skills? (Circle answer)

a. Knowing how to develop a test-taking plans	Good	Average	Poor
b. Identifying key words in true/false questions	Good	Average	Poor
c. Knowing strategies for multiple-choice questions	Good	Average	Poor
d. Knowing how to write essay responses	Good	Average	Poor
e. Knowing how to write a constructed response	Good	Average	Poor
f. Having strategies for taking timed tests	Good	Average	Poor
g. Being prepared for open-note tests	Good	Average	Poor
h. Checking your test answers	Good	Average	Poor
i. Knowing strategies to relieve test anxiety	Good	Average	Poor

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4. Please list the skill that you think you are the best prepared for each in of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

5. Please list the skill that you think you are the least prepared for in each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:

   A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.

_____

_____

_____

_____

_____

_____

_____

_____

   B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

_____

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2. From a personal perspective, what skills will be important to your success as you work to achieve your post-secondary goals? List the skills on the chart below.

4-Year College	**2-Year College**	**Work**	**Military**	**Other: _____**
Skills needed	Skills needed	Skills needed	Skills needed	Skills needed

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.

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Academic Development

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

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

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

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

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

ESSENTIAL QUESTIONS:

1. How do people develop habits?

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

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

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

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

ASSESSMENT DESCRIPTIONS*:

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

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

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

UNIT RESOURCES:

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

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

Unit #1 Title: Transition into Kindergarten **Grade Level:** Kindergarten

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson # 1: Life Before Kindergarten
Materials/Special Preparations Required
4 puppets
"The Things I learned before Kindergarten at _____." Activity Sheet
Crayons/markers

Lesson # 2: Life in Kindergarten
Materials/Special Preparations Required
3 puppets
The things I've learned in Kindergarten To Be Successful Activity Sheet
Crayons/markers

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

Grade Level Expectation (GLE):
AD.5.A.0K: Identify how school expectations are different from home, day-care, or pre-school. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

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

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	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
	Fine Arts	

Unit Essential Questions:

How is being in kindergarten different from what you did last year?
How is kindergarten the same as last year?

Unit Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.
The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast)
__X__ Indirect (Reflective Discussion)
__X__Experiential (Role-playing)
_____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.
Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Brief Summary of Unit:
In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Vocabulary: Expectations, Day Care, Preschool, Differences

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Unit #1 Title: Transitioning to Kindergarten

Lesson Title: Life Before Kindergarten **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.0K.: Identify how school expectations are different from home, daycare, or preschool.

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

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

Materials (include activity sheets and/ or supporting resources)

4 Puppets
Student activity sheet. *Things I learned before Kindergarten at* _____.
Crayons/markers

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
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 problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to draw two pictures of their learning experiences before Kindergarten.

Lesson Preparation

Essential Questions:

How is school behavior different from behavior at home, daycare, or preschool? What do students do when they don't understand what to do at school?

Engagement (Hook):

Counselor will dialogue with puppets about puppets' previous learning experiences.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will bring students together and sit in a circle. Counselor will introduce the home puppet, babysitter puppet, daycare puppet, and preschool puppet and interview them about their previous experiences. Four students are selected to be puppeteers. The counselor will point to the puppet to indicate when they are to talk. When the counselor talks for the puppet the students will move the mouth of the specific puppet. Where did you go to preschool/ daycare? What kind of things did you do when you stayed at home all day? What kinds of things did you do at preschool/daycare? Did you have certain rules? What did you learn?	1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers.
2. Counselor will ask students to respond to the following: a. Stand up if you went to preschool.	2. Students stand up based on their previous learning experiences. After each request students will sit down.

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Then instruct students to sit down. b. Stand up if you went to daycare. Then instruct students to sit down. c. Stand up if you stayed at home with a parent. Then instruct students to sit down. d. Stand up if you went to a babysitter. Then instruct students to sit down.	
3. Counselor will have students go back to their desks/tables. Counselor will pass out the student "The things I learned before Kindergarten at _____." Activity Sheet. Students will draw a picture of two things they did or two expectations in their previous learning situation (home, pre-school).	3. Students will draw pictures of two things they did or two expectations during their previous learning situation.
4. The counselor will collect and store student's work until next session. Next session the students will be asked to identify expectations they have learned about in Kindergarten.	4. Students will complete their drawings and turn it in to the counselor.

Teacher Follow-Up Activities

The teacher may want to review the students' drawings of differences in experiences.

Counselor reflection notes (completed after the lesson)

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The things I learned before Kindergarten at _____.

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Unit #1 Title: Transitioning to Kindergarten

Lesson Title: Life in Kindergarten **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.0K: Identify how school expectations are different from home, daycare, or preschool.

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

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

Materials (include activity sheets and/ or supporting resources)

4 Puppets
"The things I've Learned in Kindergarten To Be Successful" Activity Sheet.
Crayons/markers

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to draw two pictures that depict the differences between their previous learning experiences and Kindergarten.

Lesson Preparation

Essential Questions:

Is school behavior different from behavior at home, daycare, or preschool?
What do students do when they don't understand what to do at school?

Engagement (Hook):

Counselor will dialogue with the four puppets from last session about what is expected of them in Kindergarten. Four different students will be selected as puppeteers as they were in the last session.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will review the information discussed in the last lesson. The counselor passes out *The Things I've Learned In Kindergarten to be Successful* Activity Sheet. Students will draw a picture of two things the teacher expects of them in Kindergarten.	1. The students will complete their pictures about Kindergarten.
2. When the activity sheet is completed the students will make a sharing circle in the middle of the room. Distribute activity sheets competed during lesson 1-*The Things I Learned Before Kindergarten*. Students will share their pictures and compare the difference between their previous learning experience and their	2. Students will share their pictures and compare the differences in their prior learning experiences and what is expected. 3. Students will turn their pictures in to the

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Kindergarten experience. 3. The counselor will collect the pictures and discuss them with the classroom teacher.	teacher and/or counselor.

Teacher Follow-Up Activities

The teacher will review the students' drawings of their experiences so that he or she is aware of prior experiences.

Counselor reflection notes (completed after the lesson)

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The things I've learned in Kindergarten to Be Successful...

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Transition into Kindergarten In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is being in kindergarten different from what you did last year?
2. How is kindergarten the same as last year?

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 at least two expectations of his/her previous environment.		AD.5.A.0K: Identify how school expectations are different from home, day-care, or pre-school.		RF.K.2 L.K.5 L.K.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify at least one way kindergarten is different than his/her previous learning experiences.		AD.5.A.0K		RF.K.2 W.K.8 SL.K.5 L.K.5 L.K.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*: Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.					
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction				
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

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

Unit #1 Title: What do First Graders Look and Act Like? **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of the school year

Lesson Titles:
Lesson # 1: Portrait of a First Grader
Materials/Special Preparations Required:
Large piece of bulletin board paper or two pieces of chart paper taped together
Markers
Puppet

Lesson: # 2: "I am a First Grader"
Materials/Special Preparations Required:
Large drawing of a body profile from the previous lesson
Markers or crayons
Student Activity Sheet *"I am a First Grader"*

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

Grade Level Expectation (GLE):
AD.5.A.01: Identify increased school expectations. (DOK Level -2)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information 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	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
	Fine Arts	

Unit Essential Questions:

How do expectations change?

Unit Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.
The student will identify and write six activities associated with first graders.

Unit Instructional Strategies/Instructional Activities:

___ Direct
_X_Indirect (Formation concept)
___ Experiential
___ Independent Study
_X_Interactive Instruction (Discussion; Think, Pair, Share)

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 student will identify activities and expectations for students in first grade and write them on an activity sheet.

Brief Summary of Unit:
First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a "model student" drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual "person" outlines or papers.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Kindergarten or pre-school experience.
Vocabulary: think, do, feel

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Unit #1 Title: What do First Graders Look and Act Like?

Lesson Title: Portrait of a First Grader **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.01: Identify increased school expectations.

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

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

Materials (include activity sheets and/ or supporting resources)

Large piece of bulletin board paper or two pieces of chart paper taped together
Puppet
Markers

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

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.

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 generate ideas of the things that a 1st grade student thinks, does and feels based on a model on bulletin board paper.

Lesson Preparation

Essential Questions:

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

A puppet is used to ask students what a 1st Grade student thinks, does and feels.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will pick a student and trace that student's body onto a piece of bulletin board paper on the floor. The rest of the students will sit in a circle around the paper.	1. One student will need to lie on the paper so that the counselor can trace the student.
2. Counselor will ask students the following: a. What does a 1st Grader think about friends, schoolwork, and play? b. What does a 1st Grader do with friends, schoolwork, and play? c. What does a 1st Grader feel about friends, schoolwork, and play? Counselor will write the responses from the students in marker on the paper silhouette.	2. Students will raise their hands and share their responses.
3. Counselor will look at the completed body and discuss the ideas that were generated.	3. Students will participate in discussion.

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4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.	4. Student will share their individual ideas about 1st grade.
5. The counselor tells students that during the next lesson they will be making their own body profile describing their thoughts, things they like to do in first grade and their feelings about first grade.	5. Students respond or ask questions before ending the lesson.

Teacher Follow-Up Activities

Teacher could determine where in the classroom or hallway the completed body on the bulletin board paper could hang until the next lesson.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: What do First Graders Look and Act Like?

Lesson Title: "I am a First Grader" **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.01: Identify increased school expectations.

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

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

Materials (include activity sheets and/ or supporting resources)

Large drawing of a body profile from the previous lesson
Markers or crayons
Student Activity Sheet, *"I am a First Grader"*

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
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and write six activities associated with first graders.

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 write or copy on student activity sheet things that a 1st Grade student thinks, does, and feels based on the large model or on their own ideas.

Lesson Preparation

Essential Questions:

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will review the information on the body profile.	1. Students participate in the review.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.	2. Students share why Freddie would or would not be a good student in first grade.
3. Counselor will give each student a copy of the Activity Sheet "I am a First Grader". He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas.	3. Students will complete the activity sheet.
4. Students will sit in the sharing circle and share one idea from their activity sheet.	4. Students will share their ideas.

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5. The counselor collects the activity sheets to share with the classroom teacher.	5. Students turn in their activity sheets so the counselor can share the information with the teacher.

Teacher Follow-Up Activities

The teacher reviews the activity sheet that the students have completed and then gives them back to the students to take home.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

"I am a First Grader"

What I think: _____

_____

_____

What I do: _____

_____

_____

How I feel:_____

_____

_____

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Academic Development

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

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

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

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

UNIT DESCRIPTION: What Do First Graders Look and Act Like? First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a "model student" drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual activity sheets.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each
ESSENTIAL QUESTIONS: 1. How do expectations change?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will name two thoughts or activities that are associated with a first grader.		AD.5.A.01: Identify increased school expectations.		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify and write six activities associated with first graders.		AD.5.A.01		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 5 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*: The student will identify activities and expectations for students in first grade and write them on an activity sheet.	
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"

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

UNIT RESOURCES:

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

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

Unit #1 Title: Great Expectations! **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

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

Lesson Titles:
Lesson #1: 2nd Grade Great Expectations
Materials/Special Preparations Required
2nd Grade Expectations Game Cards (cards will need to be cut apart before the lesson)
Paper, pencils, and crayons for each student.
Chart paper and markers, dry erase boards and dry erase markers, or chalk and chalkboards.

Lesson # 2: I am Proud To Be a 2nd Grader
Materials/Special Preparations Required
Paper, pencils, and crayons for each student.
Smart Board, Chart paper/Markers, Dry-erase Boards/Markers.
Student Activity Sheet *"I'm Proud To Be a 2nd Grader"*

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

Grade Level Expectation (GLE):
AD.5.A.02: Develop strategies to meet increased school expectations. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

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	2. Develop and apply strategies based on ways others have prevented or solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information 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.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. 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
	Fine Arts	

Unit Essential Questions:

How is your life different as you get older?

Unit Measurable Learning Objectives:

The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.
The student will write a sentence and draw a picture of what these strategies are.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared reading, listening viewing, thinking)
_X_ Indirect (Writing to Inform; Concept Formation)
_X_ Experiential (Games)
___ 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.

Students will write a sentence and draw a picture of an expectation for students in second grade.
Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Brief Summary of Unit:

Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do an (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will

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identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the Smart Board or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.

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

Previous school expectations.
Vocabulary: compare, behavior

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Unit #1 Title: Great Expectations!

Lesson Title: 2nd Grade Great Expectations **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.02: Develop strategies to meet increased school expectations.

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

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

Materials (include activity sheets and/ or supporting resources)

2nd Grade Expectations game cards (cut apart prior to lesson)
Coloring materials provided by the students
Chart paper, dry erase board, or chalk board

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 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 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.

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

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		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
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify at least 10 expectations for second grade students from an array of 22 choices.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify expectations of second grade students from a pool of choices.

Lesson Preparation

Essential Questions:
How do expectations change over time? Why do expectations matter?

Engagement (Hook):
How many of you like to play games? Today we are going to play the *2nd Grade Expectation* game. What is important to do when you play a game with others as a 2nd grader? (e.g. respectful, responsible behavior, play fair)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: *The counselor will cut up the game cards from the game sheet before the lesson starts.*	
1. Counselor shares with the students that they are going to play the *2nd Grade Expectations* … game.	1. Students sit in circle and participate in the game when selected.
2. Before the game starts, the counselor will draw the following graphic organized chart. On the chart paper they will write in the middle *2nd Grade Expectations*. Divide the	2. Students will review the use of the graphic organizer illustration.

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lists into two sides (appropriate behavior and inappropriate behavior): 2nd Grade Expectations Appropriate Behavior | Inappropriate Behavior	
3. Game Directions: Individual students will be selected to draw a game card and read it out loud. A second student is selected to determine if the statement is an appropriate or inappropriate expectation for a 2nd grader in school. They then tape the card under the correct column on the chart paper.	3. Students will play the game and decide which behaviors are appropriate or inappropriate 2nd grade expectations.
4. After all cards are drawn the counselor will review the behaviors, which were appropriate and or inappropriate with the students.	4. The students will discuss why behaviors are appropriate or inappropriate.
5. After the game and discussion the counselor shares with students that they will keep the chart for the next lesson. During the next session they will continue to discuss the expectations for 2nd graders in school.	5. Students will participate in the conclusion of the lesson.

Teacher Follow-Up Activities

Teacher will review the chart and reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

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***2nd Grade Expectations* … Game Cards**. Cut out cards before starting the lesson.

Put on a bathing suit to come to school this morning.	You got yourself up this morning.
Mom gave you coins this morning for lunch money.	You dressed yourself this morning.
Stayed up until midnight last night to complete all of your assignments or homework.	You listen carefully in class.
Do your homework without being told.	You crawl on the floor when lining up to go to P.E.
Put your name on your paper.	Follow school and classroom rules.
You push kids in line.	Keep your desk/table space organized.
You drink from a baby bottle at lunch.	Do your best in class.
Like to get along with people.	Throw things at others on the playground.
You sit in your seat at school.	You cheat when playing a game at recess.
You raise your hand in class.	You laugh at others when they make a mistake.
You show respect to others.	You throw paper on the floor in class.

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Unit #1 Title: Great Expectations!

Lesson Title: I am Proud To Be 2nd Grader **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.02: Develop strategies to meet increased school expectations.

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

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

Materials (include activity sheets and/ or supporting resources)

Student Activity Sheet *I'm Proud To Be a 2nd Grader*
Coloring materials provided by the students
Chart paper from the last class

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 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 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.

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

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		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
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify and express an expectation for 2nd grade students by drawing a picture and writing a sentence.

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 write a sentence and draw pictures of what is expected of them in 2nd grade.

Lesson Preparation

Essential Questions:
What happens when a student doesn't meet the expectations of what is needed to be a successful student at their grade level? Why are expectations important? How do expectations change?

Engagement (Hook):
Post the chart used during the last lesson. Review the chart of 2nd grade expectations with students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review chart below. 2nd Grade Expectations Appropriate Behavior | Inappropriate Behavior	1. Students will review the illustration.
2. After reviewing the chart the counselor will hand out the student activity sheet, *I'm Proud To Be a 2nd Grader*. Counselor will	2. Students will complete the activity sheet.

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ask students to draw a picture of a skill or behavior they need to do in 2nd Grade to be successful. Students will write a brief sentence or paragraph of why this behavior is an important expectation for a 2nd grader.	
3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules. a. Take turns b. Share ideas responsibly. c. Listen respectfully to others' ideas.	3. Students will divide into small groups and discuss ideas (following the group rules) about ways to demonstrate 2nd grade pride.
4. The counselor asks each group to share some of the ideas discussed in the small groups *I Am Proud To Be a 2nd Grader*.	4. Students share ideas with the class.
5. The counselor will collect the sheets and share them with the classroom teacher.	5. The students turn in their activity sheets to the counselor.

Teacher Follow-Up Activities

Teacher will review the student sheets and send them home with the students to share with their parents. Teacher can reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

Name: _____

"I'm Proud to Be a 2nd Grader"

Draw a picture of a positive expectation for a 2nd grade student.

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Great Expectations! Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do and (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the chalkboard or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is your life different as you get older?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.		AD.5.A.02: Develop strategies to meet increased school expectations.		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will write a sentence and draw a picture of what these strategies are.		AD.5.A.02		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A.	Level 3

ASSESSMENT DESCRIPTIONS*:

Students will write a sentence and draw a picture of an expectation for students in second grade.
Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2	See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grade

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

UNIT RESOURCES:

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

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

Unit #1 Title: How to Succeed in Third Grade **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of 3rd grade

Lesson Titles:
Lesson # 1: Acting Like a Third Grader (Part 1)
Materials/Special Preparations Required:
Chart paper and markers (smart board, dry erase board could be used)
4 hats with K, 1,2, and 3rd grade signs
Activity Sheet - Skit Script Sheet and pencils

Lesson # 2: Acting Like a Third Grader (Part 2)
Materials/Special Preparations Required:
Chart paper from last lesson
1 hat
Activity Sheet - Skit Script Sheet and pencils

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

Grade Level Expectation (GLE):
AD.5.A.03: Revise and practice strategies to meet increased school activities. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic School
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented and solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

What do people expect you to do?

Unit Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations)
_X_ Indirect (Reflective Discussion)
_X_ Experiential (Role-playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Peer Partner Learning; Discussion; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

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

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Brief Summary of Unit:

Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.

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

Develop strategies to meet increased school expectations
K, 1, 2 expectations
Vocabulary: Expectations

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Unit #1 Title: How to Succeed in Third Grade

Lesson Title: Acting Like a Third Grader (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.03: Revise and practice strategies to meet increased school activities

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

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

Materials (include activity sheets and/ or supporting resources)

Chart paper and marker for chart paper.
4 hats with K, 1,2, and 3rd grade signs
Activity Sheet - Skit Script Sheet and pencils

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. 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

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

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 work as teams to write skits exemplifying skills and behaviors expected of third grade students.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Counselor brings in four different hats. On each hat the following is written: Hat 1 – Kindergartener, Hat 2 – 1st Grader, Hat 3 – 2nd Grader, Hat 4 – 3rd Grader. The counselor can put on each hat or select four different students to wear the hats. If students wear hats, make sure you only let one student wear the hat and then wash the hats after the activity. Tell a little story about the different school expectations of K, 1, and 2 or have student contribute ideas to the story. Talk about academic and social expectations. Then lead in to the lesson of what is expected of a successful 3rd grade student.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students how 3rd grade is going so far. What are the differences between 2nd grade and 3rd grade?	1. Students will raise their hands and share how 3rd grade is going so far. Students will share the differences from 2nd grade to 3rd grade?
2. Counselor asks students to brainstorm expectations for successful 3rd grade students. The counselor will write ideas on the chart paper as students brainstorm. They will look at this list and highlight the	2. Students will brainstorm expectations for 3rd grade.

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ones that are new for 3rd grade. Some skills will be continued from grade to grade.	
3. You are going to be skit writers and actors. The counselor will divide students into small groups of 3 or 4 students.	3. Students develop a skit and then role-play situations they have observed in their third grade experience.
4. Before starting the counselor will review the rules for working in small groups. a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member.	4. Students will review the rules and discuss the importance of each rule.
5. Each group will be given an expectation from 3rd Grade list brainstormed in step # 2. In the small groups the students will write a skit based on this expectation.	5. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play what part and practice the skit.
6. The counselor collects the skit activity sheets and shares with students that they will continue to work on the skits next session and perform the skits for the rest of the class.	6. Students finish up their work in groups.

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements.

Counselor reflection notes (completed after the lesson)

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Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:	**Student:**
_____	_____
_____	_____
_____	_____
_____	_____

Skit lines:

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Unit #1 Title: How to Succeed in Third Grade

Lesson Title: Acting Like a Third Grader (Part 2) **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.03: Revise and practice strategies to meet increased school activities.

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

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

Materials (include activity sheets and/ or supporting resources)

Chart paper with 3rd grade expectations from last session
1 hat – 3rd grade hat from last session
Pencil
Skit Script Activity Sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental

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		health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more students to perform a skit exemplifying at least two additional strategies or skills expected of third grade students

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.

Skit performed by students will demonstrate the skills and behaviors used by 3rd Grade students to succeed in school that was not required of them in second grade.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Remind students that they are going to continue their work on skits in small groups.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor divides the students back into the same small groups of 3 or 4 students.	1. Students will prepare to continue their work in small groups.
2. Before starting their group work the counselor will review the rules for working in small groups. a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member. d. Everyone is an important group member.	2. Students will review the rules and discuss the importance of each rule.
3. The counselor instructs each group to continue working on their skit and practicing their role-play. The counselor	3. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play

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helps supervise this process to give suggestions if needed.	what part and practice the skit.
4. The counselor instructs each small group to perform their skit. Before starting the skit the counselor will remind the class to listen respectfully and be a responsible class member.	4. Students perform their skits.
5. After each skit the counselor reviews the importance of the topic performed.	5. Students contribute ideas of why the expectation is important for 3rd grade students.
6. When all of the skits have been performed the counselor closes the class by waving the wand and saying to the students, "You are now 3rd grade students in the present time."	6. The students bring themselves back to the present time and close the class with the counselor.

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements. The teacher will review the skit activity sheets students wrote.

Counselor reflection notes (completed after the lesson)

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Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:	**Student:**
_____	_____
_____	_____
_____	_____
_____	_____

Skit lines:

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Academic Development

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

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

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

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

UNIT DESCRIPTION: How to Succeed in Third Grade Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. What do people expect you to do?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.		AD.5.A.03: Revise and practice strategies to meet increased school activities.		RL.3.6 RF.3.3 W.3.3 W.34 W.3.8 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

ASSESSMENT DESCRIPTIONS*:

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

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

	__x__ Experiential _____ Independent study __x__ Interactive Instruction
1	**See Lessons**: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	**See Lessons**: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)

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

UNIT RESOURCES:

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

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Fourth Grade Transitioning **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

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

Lesson Titles:
Lesson # 1:Tic-Tac-Toe Do's and Don'ts
Materials/Special Preparations Required
TIC TAC TOE Game Card and crayons for each student
Project or display example of *TIC TAC TOE Game Card*

Lesson # 2: What's In Your Bag?
Materials/Special Preparations Required
Pencils and writing paper.
A book bag filled with 4th grade toys, a dictionary, pencils, paper, crayons, binder, dividers, markers, an old (or toy) cell phone, a lighter, etc.

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

Grade Level Expectation (GLE):
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic School
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How can behaviors be appropriate or inappropriate?

Unit Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.
The student will name five items to have at school and the reasons that each is appropriate.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-reading, listening, viewing, thinking)
_____ Indirect
__X__ Experiential (Games)
_____Independent Study
__X__ Interactive Instruction (Discussion; 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.

Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Brief Summary of Unit:

Fourth grade students need a number of appropriate skills and behaviors in order to be successful.

- In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.

- In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student's success (books, electronic games, or ruler). Through small

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group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.

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

Students need to have learned the skills and behaviors learned in previous grades.

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Unit #1 Title: Fourth Grade Transitioning

Lesson Title: Tic-Tac-Toe Do's and Don'ts **Lesson:** 1 of 2

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

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

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

Materials (include activity sheets and/ or supporting resources)

TIC-TAC-TOE Game Card
Example of TIC-TAC-TOE Game Card
SmartBoard
Crayons for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 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 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.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify and discuss behaviors that are associated with them being successful in fourth grade.

Lesson Preparation

Essential Questions:

What strategies will I need to be successful in fourth grade?
How will these help me prepare for middle school?

Engagement (Hook):

Counselor makes the following statements:

- Jackie uses the dictionary to look up words that she doesn't know how to spell.
- Johnny reads a book quietly when he is done with his classwork.
- Louie runs down the hall when no one is looking.
- Mark starts to read his book the night before his book report is due.
- The night before a big test, Carla stays up until midnight studying.
- Taylor uses a planner to keep track of all her assignments and activities.

Then counselor asks: Who is doing the right thing? Who is not?
Counselor announces the Tic-Tac-Toe game.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, counselor lets the students know that they are going to play a game called Tic-Tac-Toe to see which behaviors and skills they currently have.	1. Students receive *TIC-TAC-TOE Game Card* and complete it with 2 different color crayons.
2. Counselor hands out the game cards to the students and lets them complete it. Counselor asks student volunteers to share answers.	2. Students look at the SmartBoard and check their *TIC-TAC-TOE Game Card*. Students discuss their answers with the counselor.
3. Counselor displays game card on SmartBoard and discusses each item with the students.	3. Students respond to counselor questions throughout the lesson.
4. Counselor goes back to the statements from the beginning of the lesson (see # 1). Counselor generates questions from these statements and has students respond to these verbal questions regarding behaviors and responsibilities of 4th grade students.	4. Students respond to the verbal questioning regarding behavior and responsibilities of 4th grade students.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

TIC TAC TOE Game Card

Please mark an X for all TRUE answers with a certain color crayon and put an O for all FALSE answers with a different color crayon in the TIC TAC TOE box.

1. I complete work with no reminding or nagging from teachers or parents.
2. I am able to solve problems without fighting.
3. Keeping my desk and supplies organized is not important.
4. I turn in all of my homework assignments late.
5. Using an organized system of keeping up with assignments is important to school success.
6. I only follow classroom and school rules when I feel like it.
7. I stay up late (past 10:00p.m.) playing video games or watching TV on school nights.
8. I destroy property when I get angry.
9. I use time wisely at school because I want to do my best.

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

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Unit 1 Title: Fourth Grade Transitioning

Lesson Title: What's In Your Bag? **Lesson:** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

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

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

Materials (include activity sheets and/ or supporting resources)

Book bag filled with 4th grade toys (i.e. Yugi Oh card, baseball card, Play Station Portable, or Gameboy), old cell phone, dictionary, binder, pencils, paper, pens, notebooks, lighter, thick pencil and various other appropriate and inappropriate items for 4th grade students to have at school.
Paper and pencil for each group.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 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 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.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will name five items to have at school and the reasons that each is appropriate.

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 generate a list of appropriate items for 4th Grade students to have at school and explain the reasoning behind the items.

Lesson Preparation

Essential Questions:

What strategies will I need to be successful in fourth grade?
How will these help me prepare for middle school?

Engagement (Hook):

The counselor will take items to the classroom that are typically in a fourth grade student's book bag, and then will ask the students to guess what is in the book bag.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will ask the students to guess what is in the bag. If students guess an item, the counselor will pull out the item from the bag. After a few minutes the counselor will proceed to pull out the remaining items from the bag.	1. Students guess what is in the counselor's bag.
2. Counselor will divide the class into groups and have them determine what items are	2. Students will break into small groups and discuss appropriate items for 4th grade

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appropriate for 4th grade students to have at school.	students to have in school.
3. Counselor will ask the groups to discuss their appropriate items and reasoning.	3. Each group will develop a list of appropriate items and inappropriate items. They will have to discuss why they are appropriate and inappropriate.
4. Counselor will lead a discussion on how organization can help in life.	4. Students contribute to discussion.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Fourth Grade Transitioning Fourth grade students need a number of appropriate skills and behaviors in order to be successful. In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete. In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student's success (books, electronic games, or ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can behaviors be appropriate or inappropriate?

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 four behaviors that are related to being successful in the fourth grade.		AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the	Level 4

					lifespan.	
2. The student will name five items to have at school and the reasons that each is appropriate.		AD.5.A.04		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?

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

	viewing, thinking	_____ Concept Attainment _____ Cloze Procedure	_____ Role-playing _____ Model Building _____ Surveys	_____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit 1 Title: Transitioning To Middle School **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: Approximately 45 minutes for each lesson

Best time of year to implement this Unit: Last quarter of 5th grade

Lesson Titles:

Lesson 1: Middle School Here I Come! (Part 1)

Materials/Special Preparations Required:

Combination Locks of some kind (lockers, tool chests, locks etc.)
Directions on how to open a combination lock
Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*

Lesson 2: Middle School Here I Come! (Part 2)

Materials/Special Preparations Required:

Activity Sheet. - *Transition to Middle School*
Transition to Middle School Instruction Sheet
Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations.
Activity Sheet - *Future Plan of Action*

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):

Academic Development

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

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving

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	problems.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

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. 7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do we have certain memories? How are transitions associated with life?

Unit Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.
The student will identify nine goals for middle school by completing one "Plan of Action" activity sheet.
The student will develop a plan of action for one goal to accomplish before transitioning to middle school.

Unit Instructional Strategies/Instructional Activities:

_X__Direct (Drill & Practice; Guided & Shared-reading, listening, viewing, thinking)
_X__Indirect (Reflective Discussion; Concept Formation)
_____ Experiential
____ Independent Study
_X__Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will learn to open a combination lock.
Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.

Brief Summary of Unit:

Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be

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successful in middle school.

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

Knowledge of skills needed to be successful in school.

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Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 1) **Lesson**: 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes

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

Grade Level Expectation (GLE):
AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

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

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

Materials (include activity sheets and/ or supporting resources)

Combination locks (toolbox, locker, etc.)
Directions to open a combination lock (one for each group)
Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

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	

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.

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 open a combination lock. Students will prioritize skills that will lead to success in middle school.

Lesson Preparation

Essential Questions:

What educational strategies do students need in order to make a smooth transition to middle school?

Engagement (Hook): Counselor begins struggling to open a combination lock. Counselor asks: "How many of you are worried about having enough time to go to your locker and get to your classes in middle school? How many of you have ever used a combination lock before?" Counselor explains to class that they will be divided into small groups (depending on how many locks the counselor has to use during the class). Each group will have a combination lock that they will work together to open. No instructions are given to the group the first time the groups try to open the lock. The counselor tells the groups they have 3 minutes to work together to open the lock.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor sets a timer and stops the groups after 3 minutes. The counselor asks the students to raise their hands if they were able to open the lock. Did they have enough time? Why were they not able to open their lock?	1. Most groups will not be able to open the lock without further instruction. The students will indicate that they needed more time and more information.

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2. Is it important to be organized and have enough information to finish something in a certain amount of time? Do you think you will need organization and self-management skills in middle school to be successful?	2. Students identify reasons to be organized and have good self-management skills.
3. Do you need more information in order to open the lock in the 3-minute time frame? If so, the counselor gives the students directions on how to open the lock and gives them the same timeline of 3 minutes to open the lock. Also, the counselor talks with the groups about taking turns and making sure all students get a chance to practice opening the lock (3 minutes for each person in the group).	3. The students use the directions given and open the lock. All groups should be able to do this.
4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.	4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.
5. The counselor explains that there are many activities and events students will have to adjust to when transitioning to middle school. Having the appropriate skills to be successful in middle school is like having the right directions to opening the lock. Many things will open for you when you have the right skills. You will need to take things step by step in learning expectations, just like you have been doing these past 6 years in elementary school.	5. Students participate in this discuss.
6. The counselor will work with students as they complete the Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*. He or she will highlight the key points as students rate themselves on each expectation/skill.	6. The students will complete the activity sheet with the counselor's guidance. Students will add their own ideas at the end of the sheet and share their ideas with the classroom group.
7. The counselor asks the students to keep their Expectation/Skills Activity Sheets or counselor may want to collect them for use during the next lesson. The counselor closes by letting the students know they will	7. Students will participate in the closing of the lesson.

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continue to talk about transitioning during the next lesson.	

Teacher Follow-Up Activities

The teacher will reinforce the Expectation/Skills list with the students during classroom activities.

Counselor reflection notes (completed after the lesson)

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HOOK ACTIVITY

Prepare the directions that work for the combination locks you are using.

Sample Directions to open the lock:

Pretend Combination: 12 - 25 - 4

Steps to opening the lock:

1. Clear the lock by moving the dial one complete circle in both directions.
2. Start at 0
3. Turn the dial directly to the right to the number 12 and stop.
4. Turn the dial left past 25 once and then go directly to 25 and stop.
5. Turn the dial to the number 4 and stop.
6. The lock should open.
7. If not, re-read the directions on how to open the combination.

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Expectations and Skills
Needed to be Successful in Middle School

Expectation/Skills	**I have this skill.**	**I do okay with this skill.**	**I need to keep working on this skill.**
I am organized.			
I know how to open a combination lock.			
I complete my schoolwork.			
I know how to complete a daily assignment planner.			
I finish my assignments on time.			
I get to school on time.			
I know where to go for help if I don't understand something.			
I am a positive member of a team.			
Add your own information…			

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Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 2) **Lesson:** 2 of 2
Note: For best results you may want to spread this lesson over 2 class sessions.

Grade Level: 5

Length of Lesson: 40-60 minutes

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

Grade Level Expectation (GLE):
AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Activity Sheet. – *Transition to Middle School*
Transition to Middle School Instruction Sheet.
Provide written information about middle school and invite the middle school Counselor(s)/Teacher to talk with students about expectations.
Activity Sheet - *Future Plan of Action*

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify nine goals for middle school by completing one "Plan of Action" activity sheet.
The student will develop a plan of action for one goal to accomplish prior to transitioning to middle school.

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 write and implement a plan of action for the future setting goals to be successful in school.

Lesson Preparation

Essential Questions:
What does the word transition mean? Are you in transition? If so, how?

Engagement (Hook): Counselor begins lesson by sharing a memory of his/her elementary school years. The counselor will give the students a Transition to Middle School Activity Sheet. Students will complete the sheet with the guidance of the school counselor.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Note: Completing the activity sheet together will allow the counselor to assess the engagement of individual students.	
1. The counselor asks the students to share their thoughts and concerns about transitioning to middle school from the *Transition to Middle School* activity sheet. Use the *Transition to Middle School Instruction Sheet*.	1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school.

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2. Counselor has students write any questions they might have about transitioning to middle school at the bottom of the activity sheet and on index cards. Index cards are given to middle school counselor.	2. Students write down any questions or concerns they might have at the bottom of the activity sheet.
3. At this time or during the next session the counselor provides information about middle school or introduces the middle school counselor/teacher to talk about middle school transition.	3. Students will share their questions and concerns at this time.
4. At the end of class the counselor will have students complete the activity sheet - *Future Plan of Action* to set any goals they might need to complete before transitioning. Counselor encourages students to implement their *Future Plan of Action* as they continue to talk about transition to middle school.	4. Students complete their *Future Plan of Action* activity sheet. Students will implement their plan of action.
5. Counselor and students bring closure to the lesson by completing Section 7 of *Transition to Middle School* activity sheet and sharing 5th grade memories using large group process described in Section 1.	5. One student will share a 5th grade memory and then invite someone else to share a memory.

Teacher Follow-Up Activities

The teacher will review the *Transition to Middle School and Future Plan of Action* activity sheets. Also, the counselor will continue to reinforce skills needed to transition to middle school.

Counselor reflection notes (completed after the lesson)

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TRANSITION TO MIDDLE SCHOOL
INSTRUCTION SHEET

Developed by: Carolyn Magnuson

As each section is completed, prompt students to talk with a partner or larger group. The counselor will use dry erase board/SmartBoard/other visual display during the lesson to collect ideas. The ideas generated will be saved for the teacher to use in the future, or for the counselor to use during the next session.

Section 1: Special memories are those that stand out from the rest…they include memories of adults and peers, as well as events (e.g. field trips, honors). Share with a partner, and then with the larger group (if you feel comfortable doing so). The process continues until all students who want to share have had an opportunity to share a memory.

Section 2: Thoughts about transition to middle school… Getting ready for something new brings mixed feelings. We are excited about new opportunities and worried or anxious about the unknown and/or not knowing what to do (e.g. getting lost between classes, larger school). After writing positive thoughts and concerns about transition to middle school share thoughts with your partner. Also, share thoughts with the larger group and develop a list of mutual positive thoughts and concerns using dry erase board/SmartBoard/other visual display. Discuss common concerns. Some students may want to write a question or concern in Section 6 to discuss further with middle school counselors.

Section 3: Involvement - Middle school offers many opportunities for involvement in organizations/activities of interest. Have students share their ideas. If students aren't aware of the activities offered, then encourage them to list questions to ask the middle school counselor(s) for more information.

Section 4: Friendship - Friends are treasures! Make sure the friends you choose are GENUINE TREASURES! When the qualities you seek have been written, share your ideas with the larger group. The counselor will record ideas using dry erase board/SmartBoard/other visual display …"*Qualities I treasure in a friend*." Discuss the challenges of making and keeping friends and the importance of choosing your friends wisely.

Section 5: Changes - Use these ideas when developing the *Future Plan of Action* activity sheet.

Section 6: Questions - Have students write questions on index cards to share when the middle school counselor(s) visits the classroom to talk about transition.

Section 7: 5th grade memories - Follow procedure suggested for large group sharing in #1.

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TRANSITION TO MIDDLE SCHOOL

Developed by: Carolyn Roof

Name _____ **Date** _____

School _____ **Class** _____

Section 1: Write one special memory you have about elementary school at each grade level.

Kindergarten - _____

1st Grade - _____

2nd Grade - _____

3rd Grade - _____

4th Grade - _____

Section 2: What are your thoughts about transitioning to middle school?

Positive thoughts	Concerns
a.	a.
b.	b.

Section 3: What are three things you would like to get involved in at middle school?

a.
b.
c.

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Section 4: List three qualities you want to have in a friend in middle school.

a.
b.
c.

Section 5: Are there things you need to change about yourself or skills you need before moving to middle school? If so, what?

a.
b.
c.

Section 6: What questions would you like to ask a middle school counselors/teacher?

Section 7: List one or two memories you will take with you about 5th Grade.

a.
b.

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Name: _____ Date: _____

Future Plan of Action

What do I need to improve?

_____

_____

_____

I want to improve the following.

_____

_____

_____

I will take the following steps to improve.
Steps:

1. _____
2. _____
3. _____

Follow up evaluation: How did I do?

_____

_____

_____

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Transitioning To Middle School Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be successful in middle school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 45 minutes each

ESSENTIAL QUESTIONS:

1. Why do we have certain memories?
2. How are transitions associated with life?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will have one successful opening of a combination lock.		AD.5.A.05 Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.		RI.5.3 RI.5.4 RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3
2. The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.		AD.5.A.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3

3. The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.		AD.5.A.05		RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3
4. The student will develop a plan of action for one goal to accomplish before transitioning to middle school.		AD.5.A.05		RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3
ASSESSMENT DESCRIPTIONS*: Students will learn to open a combination lock. Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.						

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_X__ Direct _X__ Indirect _____ Experiential _____ Independent study _X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Middle School Here I Come! (Part 1) Lesson 2 Middle School Here I Come! (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Middle School Here I Come! (Part 1) Lesson 2 Middle School Here I Come! (Part 2)

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

UNIT RESOURCES:

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

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

Unit #1 Title: Great Expectations! **Grade Level:** 6 & 7

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

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

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

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

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

Grade Level Expectation (GLEs):
AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. (DOK Level – 4)
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands. (DOK Level – 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

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

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

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

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

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

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

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

Unit Instructional Strategies/Instructional Activities:

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

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Unit Summative Assessment (acceptable evidence):

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

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

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

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

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

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Unit # 1 Title: Great Expectations!

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

Grade Level: 6

Length of Lesson: 50 minutes

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

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

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will create a *Homework and Activity Log*
Previous learning about setting goals and using individual planners will be assessed using the *Planner Usage Rubric* as a measurement periodically throughout the year.

Lesson Preparation

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

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

Procedures

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

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

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

Teacher Follow-Up Activities

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

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

Counselor reflection notes (completed after the lesson)

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Homework and Activity Log

Name _____ Date_____

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

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

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

Planner Usage Rubric

Student's Name: _____ Weeks Of: _____

(School Counselor decides "Weeks Of")

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

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

Name: _____ Date: _____

Name: _____ Date: _____

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Unit # 1 Title: Great Expectations!

Lesson Title: Get Ready, Get Set, Get Organized! **Lesson:** 2 of 2

Grade Level: 7

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Have students turn in goal cards with three transition goals. Students should write on the back of their goal card how they plan to meet their goals.

Lesson Preparation

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

Engagement (Hook):
The counselor should enter the classroom acting in a disorganized manner. Prior to the lesson, the counselor will let the teacher know that class will begin with a demonstration of what it looks like to be disorganized. (Papers flowing out of books, arriving late, don’t have the correct supplies for the lesson).

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room.	1. Students will orally state the organizational skills they noticed were missing.
2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.	2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized.
3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly. Adjustments may need to be made as they transition each year. The counselor will pose following questions. a) Do you use your planner? How often? b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them? c) For long-term assignments do you identify/list the steps to take to complete the assignments?	3. Students will have planners out and will critique (review) their own planner according to the questions being asked.
4. The counselor will provide an index card for each student and instruct students to write three transition goals for next year. Remind students that goals need to be achievable, measurable, and fit a specific time frame for completion. The effective use of a planner may also be discussed.	4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner.
The counselor will ask students to think about how they can reach their goals (plan),	Students will share goals with the rest of the class.

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and who can help (resources). Remind students who successfully use their planners that maintaining effective use of the planner may be a goal. Students will then explain goals and action plans with their partner.	
5. Counselor will discuss transition goals and why they are needed.	5. Students will participate in the discussion of the need for transition goals.

Teacher Follow-Up Activities

All teachers will be made aware that each student has set a goal to improve or maintain use of his or her planner as an aid to succeeding as a student. (Some students may need only to maintain effective use of the planner.)

Suggestion:
Counselor can periodically check for use of planning strategies to accomplish goals before beginning guidance lessons.

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

Counselor reflection notes (completed after the lesson)

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

Planner Usage Rubric

Student's Name: _____ Weeks Of: _____

(School Counselor decides "Weeks Of")

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

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

Name: _____ Date: _____

Name: _____ Date: _____

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Academic Development

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

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

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

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

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

ESSENTIAL QUESTIONS:

1. How do people prepare for the unknown?

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

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

ASSESSMENT DESCRIPTIONS*:

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

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

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

UNIT RESOURCES:

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

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

Unit 1 Title: Moving On…Transitioning to the High School **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

- District high school level course description book
- High school graduation requirements
- Extracurricular offerings
- Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
- Pencil/paper or index cards for each student

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

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

- District high school level course description book
- High school graduation requirements
- Extracurricular offerings
- Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
- Core / Elective Activity Sheet
- Checklist / Short Answer Questionnaire
- Questions about High School Activity Sheet
- Student questions from previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

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

American School Counselor Association National Standard (ASCA):

Academic Development

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

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

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

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

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

Unit Essential Questions:

How do you feel about new experiences?

Unit Measurable Learning Objectives:

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

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

The student will confirm their understanding of graduation requirements, credits, core classes, and electives, and GPA by completing the *Moving On* Checklist.

The student will list five extra-curricular activities they are interested in.

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

Unit Instructional Strategies/Instructional Activities:

X_ Direct (Structured Overview; Lecture; Compare & Contrast)
X_ Indirect (Inquiry; Writing to Inform; Concept Formation)
___Experiential
X_ Independent Study (Homework)
X_ Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

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

Checklist/Short Answer Questionnaire (Found in Lesson 2)

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

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

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the elements of planning for future (e.g.: goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g.: block scheduling). They will need to have heard information about high school from other sources.

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Unit 1 Title: Moving On…Transitioning to High School

Lesson Title: Give Yourself Some Credit **Lesson:** 1 of 2

Grade Level: 8 **Length of Lesson:** 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.08: Identify the information and skills necessary to transition to high school.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

District high school level course description book
High school graduation requirements
Extracurricular offerings
Props for Hook
Sample completed *Personal Plan of Study (Four Year Plan)* for all post secondary options
Pencil/paper/index card for each student

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

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

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

Lesson Preparation

Essential Questions:
How do you feel about new experiences?

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: Moving On…Transitioning to High School

Lesson Title: Options and Extras!!! Learn All About It! **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.08: Identify the information and skills necessary to transition to high school.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Students will bring the following materials that were distributed in lesson one:
District high school level course description book
High school graduation requirements
Extracurricular offerings
Sample completed *Personal Plan of Study (Four Year Plan).* for all post-secondary options
Core/Elective Activity Sheet
Checklist/Short Answer Questionnaire
Questions about High School Activity Sheet
Student questions from previous lesson

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.

The student will list five extra-curricular activities they are interested in.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

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

Engagement (Hook): Use a variation of the hook from lesson #1 (e.g., recording of *Pomp and Circumstance*, diploma, photos of graduates throwing hat in the air).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson.	1. Students will ask questions that arose during peer discussion.
2. The counselor will have students open the course description book and discuss the differences such as core and elective	2. Students will use the *Core/Elective Activity Sheet* to identify courses required of all students and elective courses related to a

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credits, fine arts and practical arts. .	current career goal.
3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).	3. Participate in discussion and ask questions as needed.
4. The counselor will distribute the *Moving On…..Transitioning to the High School* Checklist. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's *Personal Plan of Study*. Counselor will address additional questions during the individual meeting.	4. Student will complete the worksheet *Moving On…. Transitioning to the High School* Checklist. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her *Personal Plan of Study*. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her *Personal Plan of Study*. Ideally, the students will involve his/her parents in this process.

Teacher Follow-Up Activities

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

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

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

Core or Elective?

Core Courses
(required of all students)

Elective Courses
(related to current career goals)

Academic Area	Course Title	Academic Area	Course Title

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Name: _____ Date: _____

Moving On…Transitioning to the High School Checklist

Read each statement below and mark the appropriate column.

1 = Yes
2 = No
3 = I need more information

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

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

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Questions About High School

List questions you have about High School:

_____

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Moving On…Transitioning To High School Students will explore the similarities and differences between middle and high school, and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 50 minutes each

ESSENTIAL QUESTIONS:

1. How do you feel about new experiences?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will identify five skills necessary to transition to high school.		AD.5.A.08: Identify the information and skills necessary to transition to high school.		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6 RST.6-8.2 RST.6-8.4	AD A	Level 2

3. The student will list five extracurricular activities they are interested in.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
4. The student will list three questions they have about high school based on the results of their checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:
Checklist / Short answer questionnaire

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

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!				
	Direct: __X___Structured Overview (Ls. 1) __X___Lecture (Ls. 1) _____ Explicit Teaching _____ Drill & Practice __X___Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning __X__ Inquiry (Ls. 1, 2) _____ Reflective Discussion __X__ Writing to Inform (Ls. 1, 2) __X___ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __X___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

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

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

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

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

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

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

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

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

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

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

Grade Level Expectations (GLEs):
AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences

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	2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

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

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

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

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Brief Summary of Unit:

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

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

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

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

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

Grade Level: 9

Length of Lesson: 55 to 70 minutes

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

Grade Level Expectation (GLE):
AD.5.A.09: Apply information and skills necessary to transition into high school.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator).

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

Lesson Preparation

Essential Questions:

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

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What are my feelings about going into high school?

Engagement (Hook):

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

Procedures

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Name _____ Date_____

Interview Guidelines

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

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

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How Well Do You Know Your School?

1. What is the name of the school mascot?

2. What are the school colors?

3. What is the principal's name?

4. What is the name of the school newspaper?

5. Where is the school library located?

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

7. What is the counselor's name?

8. Where is the counselor's office?

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

Lesson Title: Exploration of Post-Secondary Options **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

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

Grade Level Expectation (GLE):
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

American School Counselor Association National Standard (ASCA):
Academic Development
- B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Materials (include activity sheets and/ or supporting resources)

Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search (www.act.org www.collegeview.com www.petersons.com).

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Missouri Connections, PLAN, ASVAB, Choices, Discover, etc.
Complete a list of personal options and requirements to transition into those options.

Lesson Preparation

Essential Questions:

How will my life be different this year?

Engagement (Hook):

Have two or three alumni of your school explain how they chose the college or school they are attending.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are: • GPA • Class rank • ACT/SAT scores	1. Students will brainstorm information a college or employer may require.

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• High school curriculum • Extracurricular and community activities • Honors and awards earned • Work experience • Community service/volunteerism • Leadership positions • Essay • Resume	
2. Ask students to discuss post-secondary choices (i.e., four year universities, employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.	2. Students will participate in discussion.
3. Counselors will help students to conduct a computer search of college/job requirements.	3. Students will complete a career and/or college search utilizing the Missouri Connections website in order to identify their own special needs, talents, and requirements.
4. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, and military.)	4. Students will write an essay about their transitional needs.
5. Collect, review and return essays.	5. Students will turn in essays.

Teacher Follow-Up Activities

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

Counselor reflection notes (completed after the lesson)

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

Lesson Title: Get Set For College **Lesson:** 3 of 4
(Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5 Applying the Skills of Transitioning between Educational Levels
CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education.

Grade Level Expectations (GLEs):
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.
CD.8.B.11: Apply research skills to obtain information on training and education requirement for post-secondary requirements.

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

Materials (include activity sheets and/ or supporting resources)

Get Set for College Scavenger Hunt activity sheet
Pencil/pen
Get Set for College ACT handout." To obtain your free ACT *Get Set for College* handouts contact 1-319-337-1000 or download materials from
http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or sovled problems

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	5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

Lesson Preparation

Essential Questions:

What do I want to do with my life? What do I need to know to choose post-secondary education?

Engagement (Hook):

Counselor asks students, “Who has been on a scavenger hunt before?” Ask one or two students to share an experience they have had with scavenger hunts.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor passes out *Get Set for College* brochures and Scavenger Hunt Activity to each student	1. Students will work in pairs (or small groups) to complete the scavenger hunt.
2. Groups will report answers for the whole class	2. Groups report answers and the rest of the class participates in discussion.
3. Students are instructed to identify their next step in college planning (e.g. college visit, college application).	3. Students share their next step with class.

Teacher Follow-Up Activities

Classroom teacher may assign college essay and/or resume. Have students look up college of their choice on the web or computer college program, (US News & World Report or Choices). Plan a campus visit to a local college.

Counselor reflection notes (completed after the lesson)

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Name: _____

Get Set for College SCAVENGER HUNT

A. Identify the 6 Steps to Simplify College Planning
   1.
   2.
   3.
   4.
   5.
   6.

B. Find 3 typical reasons for attending college
   1.
   2.
   3.

C. How many English Courses are recommended for SUCCESS in college?

D. How many math units are recommended for SUCCESS in college?

E. When is it important to take the ACT?

F. When is it the best time to take the ACT?

G. What are the last 3 ACT dates this school year?

H. What are 3 characteristics that may be important to your college choices?
   1.
   2.
   3.

I. Name 2 sources of information when looking at colleges?
   1.
   2.

J. Name 3 things to consider when making a college visit?
   1.
   2.
   3.

K. To how many colleges should you apply?

L. What do you need from your counselor when you apply?

M. Name 2 types of financial aid?
   1.
   2.

Developed by Coyeatte Ewing, Glendale High School, Springfield, Missouri

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

Lesson Title: 12th Grade Post-Secondary Checklist **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.

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

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

Materials (include activity sheets and/ or supporting resources)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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	6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Assessment for this lesson will be through completion and discussion of the checklist.

Lesson Preparation

Essential Questions:

What's next for me? Will life be different in college or on the job?

Engagement (Hook):

Have the students take a trip down memory lane. Discuss TV shows they watched, clothes they use to wear, and activities they participated in: elementary school, middle school and now. Then have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have	1. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the

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made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
2. Instructor will hand out each student's Personal Plan of Study and the *Am I Ready…* activity sheet.	2. Students, using their own personal information, will complete the *Am I Ready…* activity sheet.
3. Instructor will hand out the *Am I Ready…?* activity Sheet.	3. Students will complete the *Am I Ready…* Activity Sheet.

Teacher Follow-Up Activities

Teacher may review with students their perceptions of being ready for graduation.

Counselor reflection notes (completed after the lesson)

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NAME _____ DATE _____

AM I READY?

FOR WORK?

_____I KNOW I WILL HAVE ALL OF MY CREDITS FOR GRADUATION
_____I KNOW HOW TO FILL OUT AN APPLICATION
_____I KNOW WHAT EMPLOYERS LOOK FOR
_____I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
_____I HAVE A WRITTEN RESUME
_____I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

_____I KNOW I HAVE ALL MY CREDITS FOR GRADUATION
_____I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
_____I HAVE TALKED TO A RECRUITER
_____I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
_____I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

_____I KNOW I HAVE ALL THE CREDITS FOR GRADUATION
_____I KNOW HOW TO FILL OUT AN APPLICATION
_____I KNOW THE REQUIREMENTS TO “GET IN” TO THE COLLEGE OR TRAINING
_____I HAVE THE REQUIREMENTS TO “GET IN”
_____I KNOW HOW I AM GOING TO PAY FOR THIS
_____I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
_____I HAVE DISCUSSED THIS WITH MY PARENTS
_____I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
_____I KNOW HOW TO REQUEST MY TRANSCRIPT
_____I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

MY SPECIFIC PLANS ARE:
(NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

_____

_____

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Academic Development

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

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

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

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

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

ESSENTIAL QUESTIONS:

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

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

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Level 4
3. The student will complete the "Get Set for College" scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

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

ASSESSMENT DESCRIPTIONS*:

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

Counselor and student will complete a post-secondary checklist.

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

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

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

UNIT RESOURCES:

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

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

Unit #1 Title: Skills for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

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

Lesson Titles:
Lesson # 1 The Learning Book (Part 1)
Materials/Special Preparations Required:
Learning Book Activity sheet
Crayons or colored pencils
Picture cards
Copy of *The Learning Song*

Lesson # 1 The Learning Book (Part 2)
Materials/Special Preparations Required:
Learning Book Activity sheet (started in the previous lesson)
Crayons or colored pencils
Copy of *The Learning Song*
Pictures of skills (6 cards)
Scissors
Stapler

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

Grade Level Expectation (GLE):
AD.6.A.K: Identify the skills needed to be a successful learner. (DOK Level -1)

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and

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		artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does it look like to be a successful learner?
What does success look like?

Unit Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.
The student will learn and sing *The Learning Song*.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Guided & Shared-Reading, Listening, Viewing, Thinking)
____ Indirect
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

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

The student will create a *Learning Book* depicting five skills for learning.

Brief Summary of Unit:

Students will review basic learning skills by making a book and singing *The Learning Song.*

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

Basic learning skills

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Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 1) **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.6.A.K: Identify the skills needed to be a successful learner.

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

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

Materials (include activity sheets and/ or supporting resources)

Learning Book activity sheet
Crayons or colored pencils
Picture cards (set of 6)
Copy of *The Learning Song*

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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.

Lesson Formative Assessment (acceptable evidence):

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

The students will create a *Learning Book* about important skills needed to be a learner.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

"Today you're going to pretend you are illustrators and make your own *Learning Book*. What do you think it is going to take to be an illustrator? Students will respond with follow directions, draw pictures, neat work and listen to the teacher. Ask the students to state what they think would be important skills to include in a *Learning Book*. The counselor will share the six picture cards (attached) and ask students if these would be important skills. Students will state why each skill is important.

1. Eyes on the speaker
2. Quiet feet, quiet hands (Quiet body in song)
3. Raise Hand
4. Quiet mouth
5. Use your ears

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will hand out a *Learning Book* activity sheet to each student. The counselor will review the steps of making the book with the students: a. Draw pictures b. Color the pictures c. Cut the squares apart. Do not cut the squares apart until the pictures are complete. Make the book by stapling pages together.	1. The students listen to steps.

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2. The counselor directs students to draw eyes in the square labeled **1. Eyes on Speaker**. Discuss why this skill is important. Assist those who are unable to follow directions.	2. Students will draw eyes in square 1. Students will raise their hand if they have questions.
3. The counselor directs students to draw hands and feet in the square of their book labeled **2. Quiet Bodies**. Discuss why this skill is important. Give examples of ways to have quiet hands and feet in different situations (at your desk, at group time on the carpet, walking in the hall, etc.).	3. Students will draw hands and feet in square 2. Students give examples of using quiet hands and quiet feet.
4. The counselor directs students to draw a child raising his or her hand in square **3. Raise my hand**. Counselor assists those who are unable to follow directions.	4. Students will draw a child raising his or her hand in square 3. Students will share ideas of when it is necessary to raise their hands.
5. The counselor directs students to draw a face with a mouth closed in square **4. Quiet mouth**.	5. Students will draw a closed mouth in square 4.
6. Counselor directs students to draw a picture of ears in square **5. Use my ears**. The counselor asks, "Why is it important to listen when you are being a learner?"	6. Students will complete the illustrations by drawing ears in square 5 and share ideas. (Example: It is important to be a good listener so you know what to do in class. So you can learn new things)
7. The counselors tell students they will color and cut out the book next class period.	7. The students will put their names on the activity sheet before turning it in.

Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and post the picture cards in the classroom.

Counselor reflection notes (completed after the lesson)

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The Learning Song

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

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Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

The Learning Book **Name: _____**	1. Eyes on speaker
2. Quiet body (hands and feet)	3. Raise my hand
4. Quiet mouth	5. Use my ears

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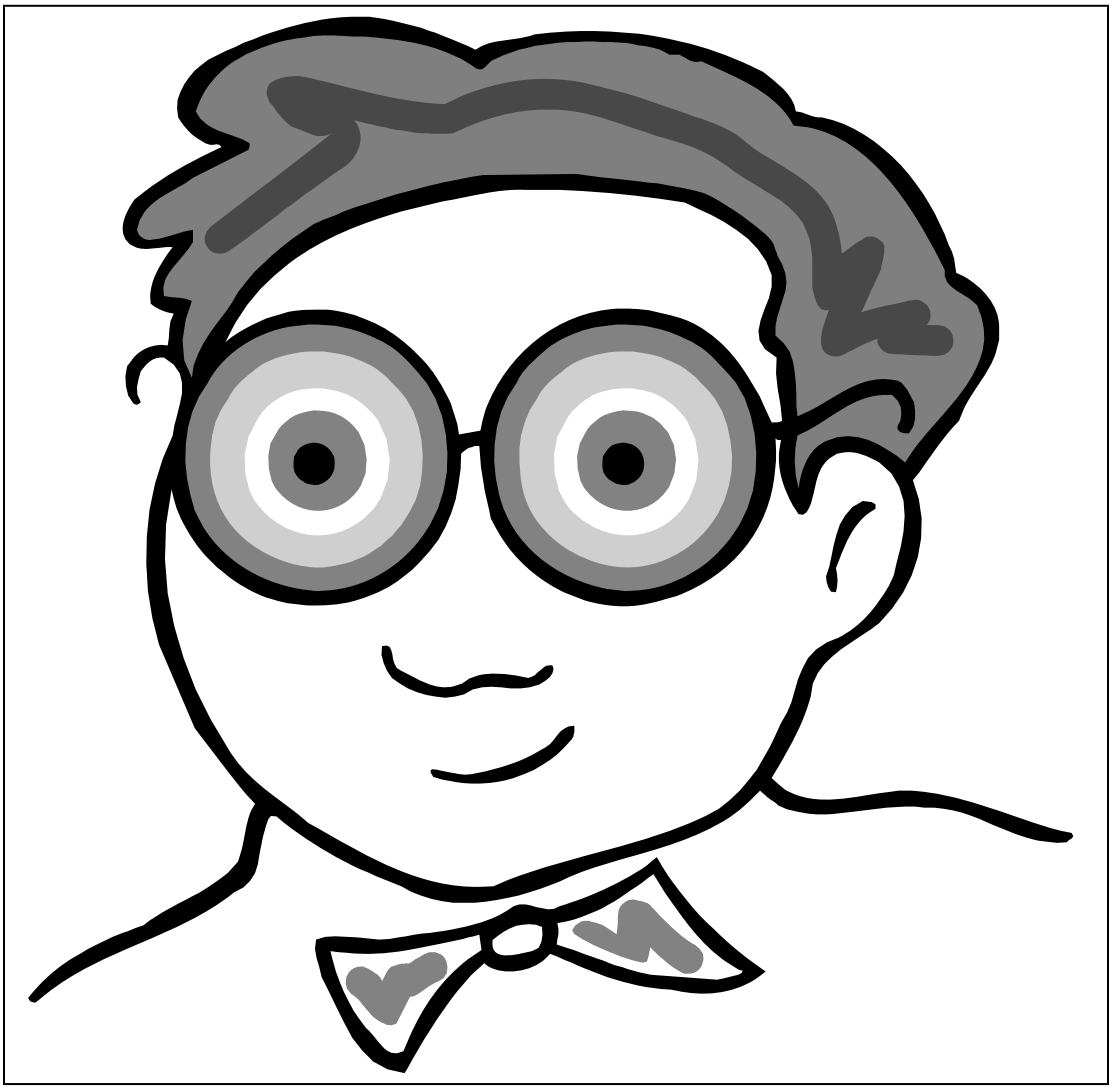

Eyes on speaker

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Quiet hands

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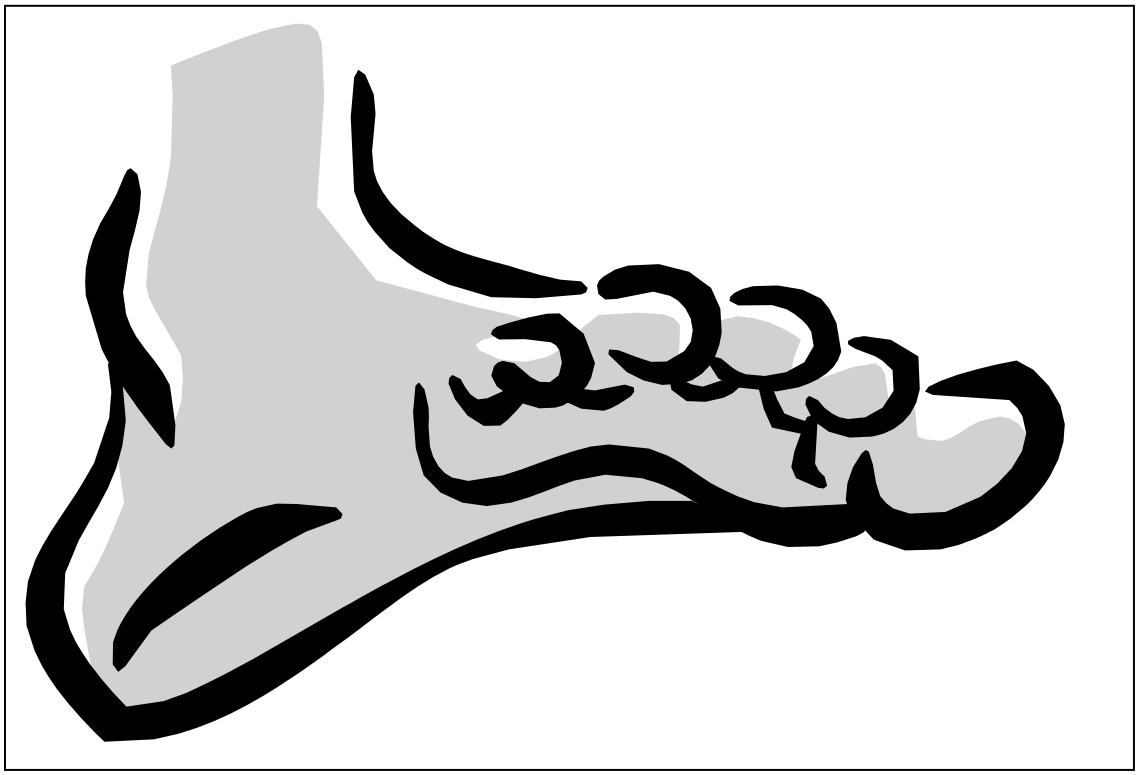

Quiet feet

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Raise your hand

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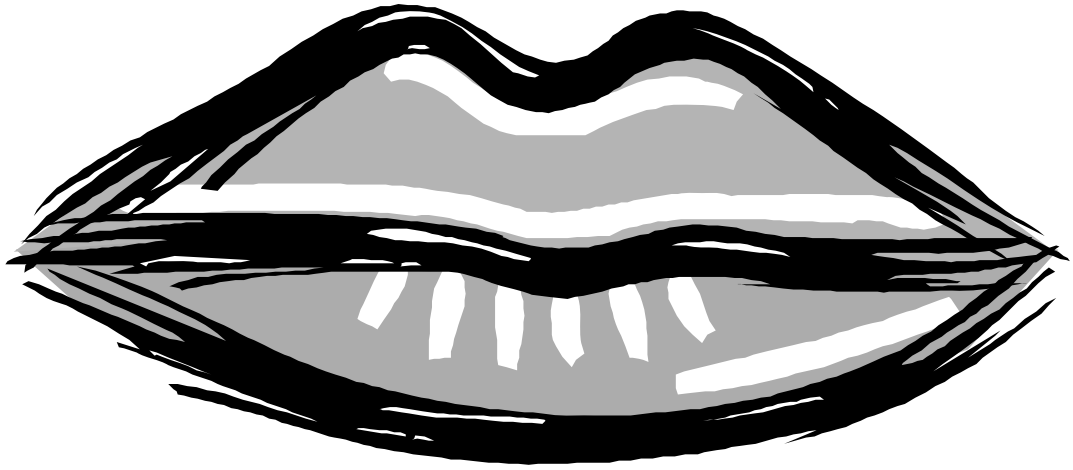

Quiet mouth

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Use your ears

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Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 2) **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.6.A.K: Identify the skills needed to be a successful learner.

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

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

Materials (include activity sheets and/ or supporting resources)

Learning Book activity sheet (begun in Lesson 1)
Crayons or colored pencils
Picture cards (six cards)
Copy of *The Learning Song*
Scissors
Stapler

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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will learn and sing *The Learning Song*.

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 state the learning skills in a song.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

The counselor enters the room singing the *Learning Song* to the tune of *London Bridge is Falling Down*.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor gives each student a copy of the song and teaches the words to the students.	1. Students sing the song with the counselor.
2. The counselor hands out the students' *Learning Book* activity sheet from the last lesson. The students are instructed to illustrate the cover of their Learning Books (upper left- hand square on the sheet) and then to get out their crayons or colored pencils to color their pictures.	2. Students get out the correct materials and illustrate the covers of their Learning Books.
3. The counselor instructs students to follow the steps below. a. Review the pictures they drew last session. b. Color the pictures. c. Cut the squares apart. d. Put the book together in order.	3. Students will follow directions, and raise their hand if they have questions.

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4. When students raise their hands indicating they are finished with their books, the counselor staples the book together. Books will be kept in the classroom so that these books can be shared with the teacher and peers. Counselor will use books to reinforce the application of skills.	4. Students will raise their hand indicating they are ready to complete their learning book.
5. The counselor closes the lesson by singing the *Learning Song* with the students.	5. Students will sing the song. Students will take their books home after sharing them.

Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and review the *Learning Books* the students made. The teacher will be given a copy of the words to the song to help reinforce the lesson in the classroom throughout the week.

Counselor reflection notes (completed after the lesson)

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The Learning Song

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

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Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

The Learning Book **Name: _____**	1. Eyes on speaker
2. Quiet body (hands and feet)	3. Raise my hand
4. Quiet mouth	5. Use my ears

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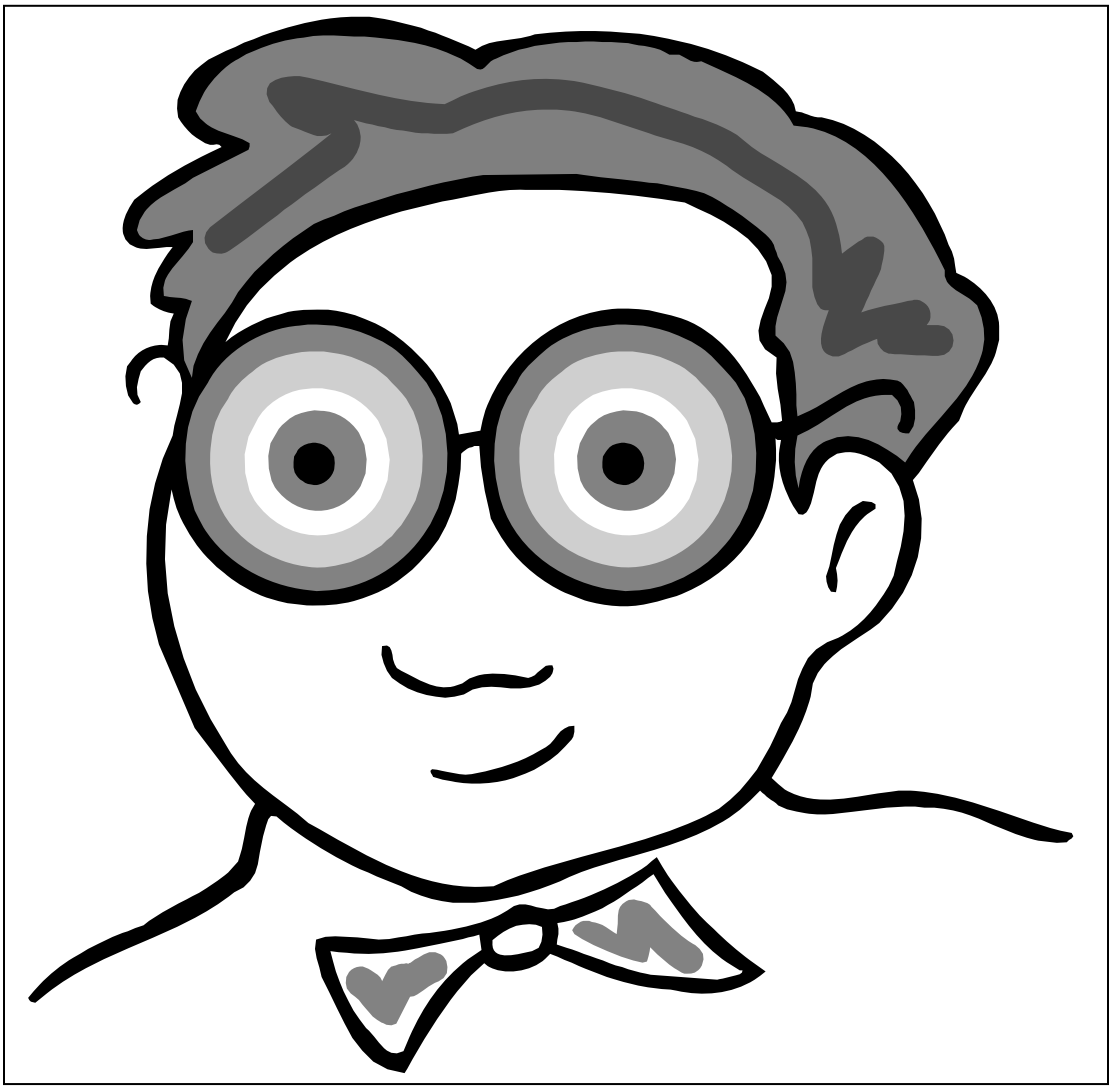

Eyes on speaker

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Quiet hands

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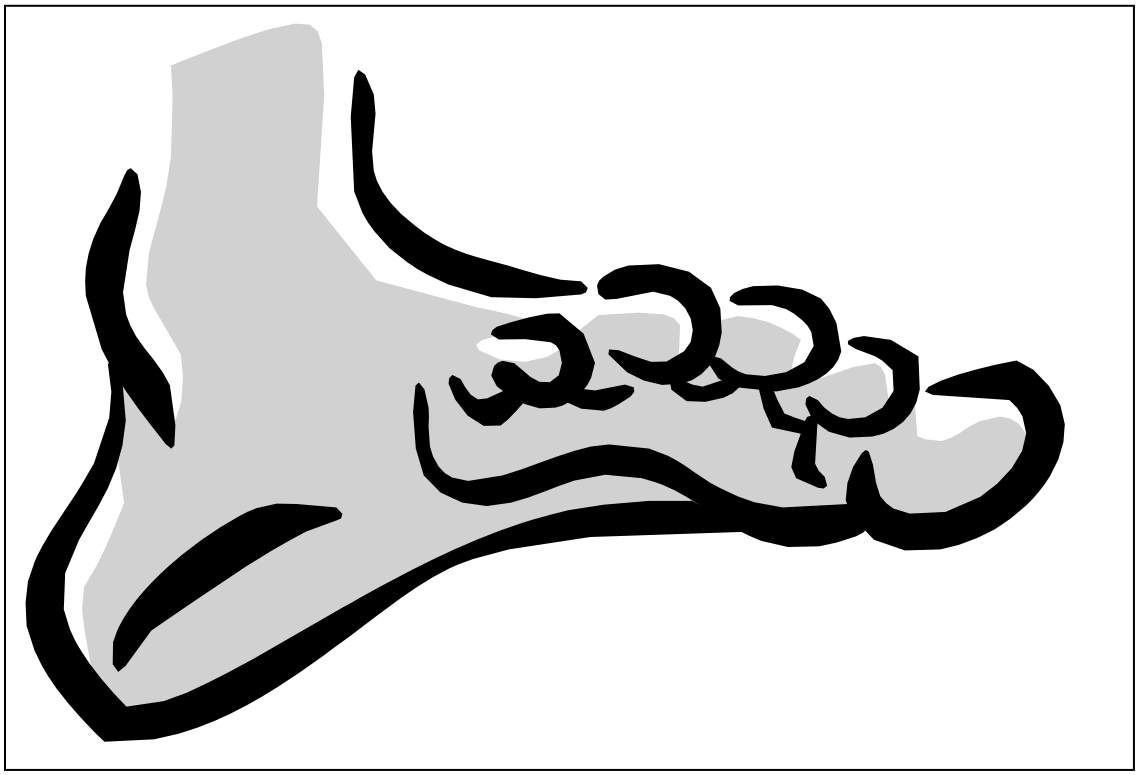

Quiet feet

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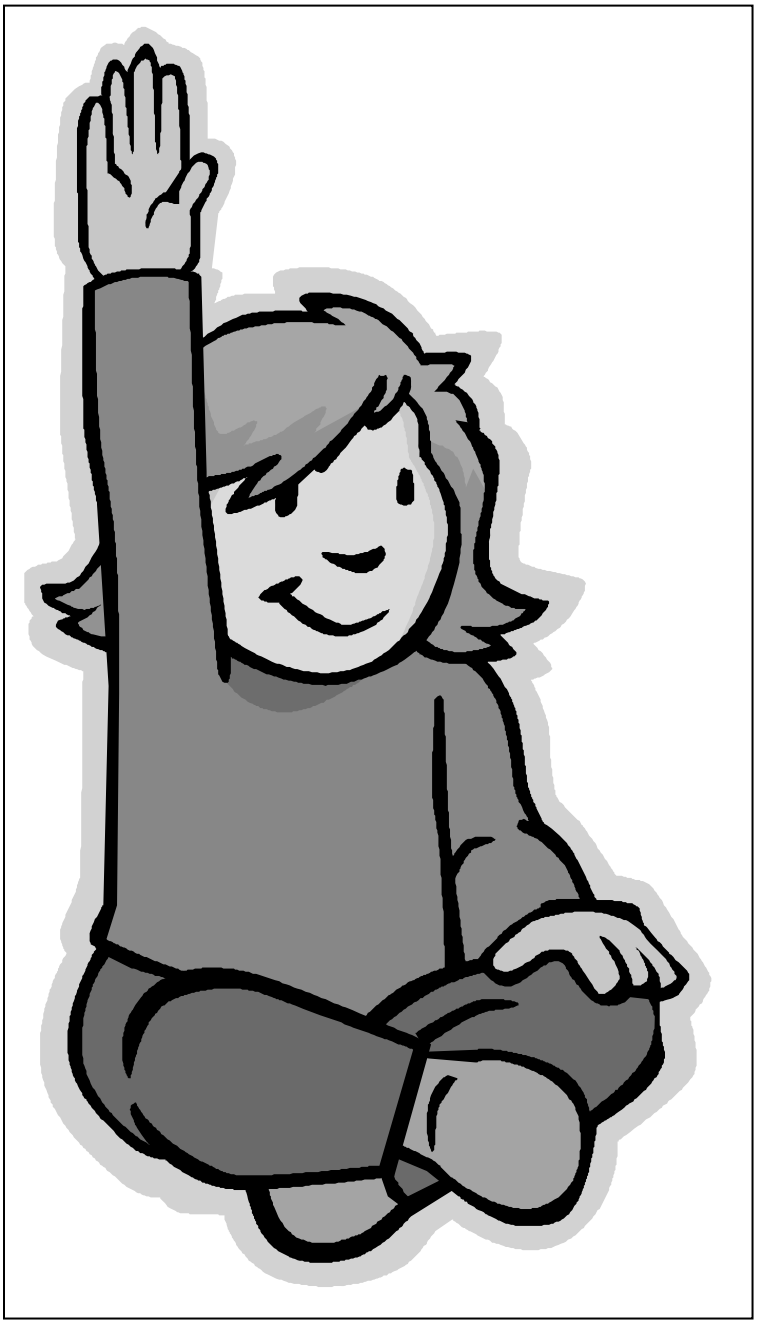

Raise your hand

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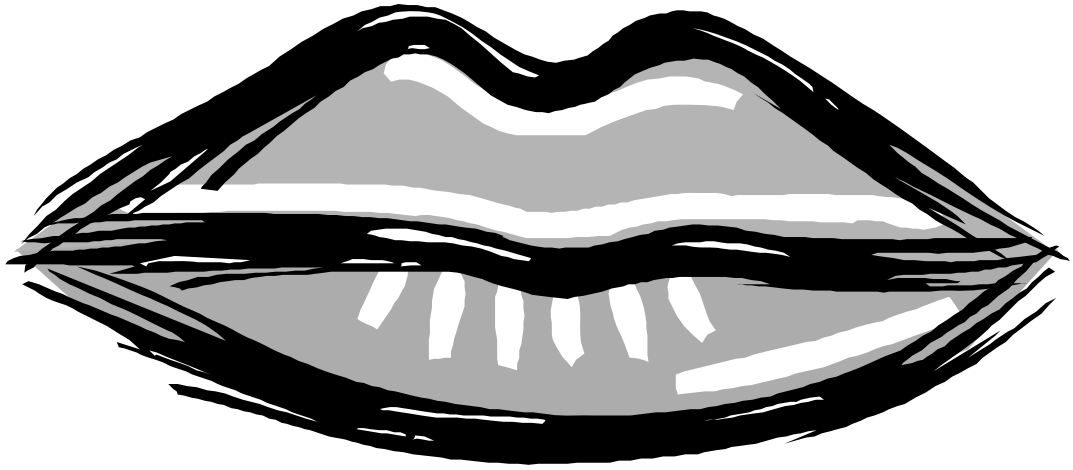

Quiet mouth

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Use your ears

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Skills for School Success Students will review basic learning skills by making a book and singing *The Learning Song*	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What does success look like?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will create a *Learning Book* depicting five skills for learning.		AD.6.A.0K: Identify the skills needed to be a successful learner.		RF.K.2 RF.K.3	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will learn and sing *The Learning Song*.		AD.6.A.0K.		RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will create a *Learning Book* depicting five skills for learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)

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

UNIT RESOURCES:

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

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

Unit #1 Title: Skills for School Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of School

Lesson Titles:
Lesson # 1: Body Basics
Materials/Special Preparations Required:
Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

Lesson # 2: The Envelope Guessing Game
Materials/Special Preparations Required:
Mystery envelopes containing pictures (One envelope per child)
Partnering Bracelets (also used in Lesson 1)
Scoring rubric for *Targeted Skills*
Take-home activity sheet (includes directions for playing game)

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

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner. (DOK Level -2)

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does it look like to be a successful learner?
What happens when we don't do what is expected?

Unit Measurable Learning Objectives:

The student will follow a visual instruction three times.
The student will demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Explicit Teaching; Drill & Practice; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X__ Experiential (Games; Focused Imaging)
_____ Independent Study
_X__ Interactive Instruction (Think, Pair, Share; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

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

Lesson #1: Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson #2: Performance Task: Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*.

Brief Summary of Unit:

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

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

Vocabulary: successful student

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Unit #1 Title: Skills for School Success

Lesson Title: Body Basics **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 Minutes

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

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner.

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

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

Materials (include activity sheets and/ or supporting resources)

Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will follow a visual instruction three times.

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.

Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson Preparation

Essential Questions:

What does it look like to be a successful learner?

Engagement (Hook):

Let's sing *London Bridge is Falling Down.* (Counselor leads students in singing.) Today we will learn new words to this song.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor displays the flash cards for students to reference during teaching of song.	1. Students look at flash card pictures.
2. Counselor teaches students the *Body Basics* song. Make up actions for each part of song and use actions while singing. (Eyes on teacher could be making circles with finger and thumb and holding them up to eyes like glasses; Hands to self could be placing hands in lap; Crisscrossed legs could be rhythmically patting hands on knees with legs in crisscrossed position; and raise your hand and wait could be hand raised, etc.)	2. Students learn song, and sing. (Students perform actions for each part of song.)
3. When students are able to perform song independently, counselor places partnering bracelets on students while they continue to	3. Students sing while teacher is placing bracelets on their wrists.

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sing.	
4. Counselor instructs the students to find their partner, and sit with that partner. Students partner themselves by matching symbol bracelets. For example, students with stars on bracelets partner up and students with circles on bracelets partner up. For example, one partner will have a large symbol of a star and the matching student will have a small symbol of a star. Students will find their partners by matching symbols. After completion of flash card set, the students will switch roles.	4. Students sit with (bracelet) partner.
5. Counselor passes out the flash cards. (One set for each pair of students.)	5. Student with larger symbol holds the flash cards. The student with the larger symbol will quiz the student with the smaller symbol first. The student will act out the flash card (using the actions in the song) for a correct response.
6. Teacher says, "Hold up the flash card titled *Eyes on Teacher When She Talks*. What do we look like when we remember eyes on teacher?"	6. Students demonstrate their knowledge of what eyes on teacher looks like by looking at the teacher and doing the action learned in song.
7. Counselor proceeds in the same manner with subsequent cards, saying, "What does 'hands to self' look like? What does 'raise your hand' look like? What do 'crisscrossed legs' look like?"	7. Students demonstrate each flash card in turn, by doing the actions learned in the song for each flash card.
8. Counselor instructs student with larger symbol to pass the flash cards to partner with smaller symbol. Repeat process outlined above (steps 6-8).	8. Students repeat process with other partner holding cards.
9. Counselor collects the cards at the end of the activity and instructs the students to return to group gathering area.	9. Students give counselor cards and return to group gathering area.
10. Counselor repeats the process holding flash cards for entire group to demonstrate	10. Students participate in group assessment.

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simultaneously. Counselor records number of students with correct response to cards on the scoring chart.	
11. After group assessment is completed the Counselor instructs students to sing *Body Basics* song as a closing activity.	11. Students sing song.
12. Counselor instructs students to return to their seats and leaves students/teacher with color page that consists of the four flash cards for the teacher to display and for the students to color/display/take home.	12. Students return to their seats.

Teacher Follow-Up Activities

1. Students may color flash card pages and they can be used to repeat the flash card game or can be displayed in the classroom as a reminder of the skills of a successful learner.

2. Students may continue to sing the *Body Basics* song for morning openings with their teacher.

3. Students might choose to take the flash cards home in order to practice *Body Basics* at the supper table.

4. The teacher may also want to teach the group a *Line Basics* song to help students walk in the hallways appropriately. Using the same tune, write words that would instruct the students the appropriate skills for walking in the hall; lining up for lunch; etc.

Counselor reflection notes (completed after the lesson)

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Body Basics Song:

(Sung to the tune of *London Bridge is Falling Down*)

Written by: Annie Moffatt

Eyes on teacher when she (he) talks,
when she (he) talks,
when she (he) talks.
Eyes on teacher when she (he) talks,
we are learners.

Crisscrossed legs and hands to self,
hands to self,
hands to self.
Crisscrossed legs and hands to self,
we are learners.

Raise your hand and wait to speak,
wait to speak,
wait to speak,
Raise your hand and wait to speak,
we are learners.

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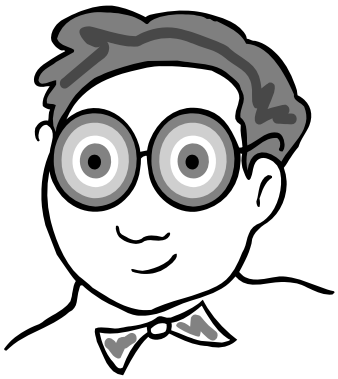
Body Basics Flash Cards

(Option of enlarging on photo-copy machine and adding cardboard backing for strength.)

Eyes on Teacher When She Talks 	**Crisscross Legs**
Hands to Self	**Raise your Hand and Wait to Speak**

Scoring Chart

Body Basics Behavioral Expectation	Number of Students demonstrating correct response.	Percentage of students with correct response.
Eyes on Teacher		
Crisscross Legs		
Hands to Self		
Raise Hand and Wait		

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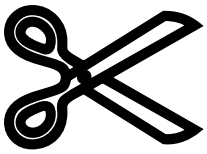
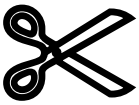
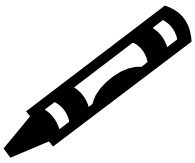
Partnering Bracelets

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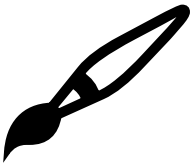

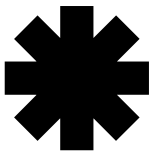

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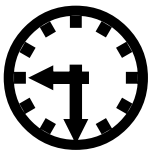

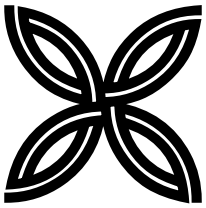

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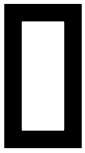
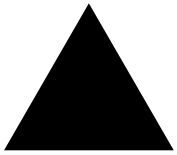

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Unit #1 Title: Skills for School Success

Lesson Title: The Envelope Guessing Game **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 Minutes

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

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner.

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

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

Materials (include activity sheets and/ or supporting resources)

Mystery envelopes (One envelope per child)
Pictures within mystery envelopes
Partnering Bracelets (also used in lesson 1 of this unit)
Scoring rubric for *Targeted Skills*
Take-home activity sheet (includes directions for playing game)

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

	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	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate skills such as taking turns, asking questions, and participating at least once during a game.

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 demonstrate taking turns, communicating, asking questions, and participating by playing the *Mystery Envelope Game*.

Lesson Preparation

Essential Questions:

What happens when a student doesn't do what is expected of them at school?

Engagement (Hook):

"Today we are going to play the game *Twenty Questions*." Counselor leads class in a quick game of 20 Questions. At completion of game, counselor will tell students "now we will play a different kind of guessing game."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson 1, by using partnering bracelets.	1. Students will sit next to their partners forming a circle arrangement.
2. Counselor will instruct students on how to play the *Mystery Envelope Game* by demonstrating the game with a sample pair of students. (The *Mystery Envelope Game* is similar to the familiar game *Twenty Questions*). The counselor can determine what pictures to use during the game or select his or her own pictures. Some of the pictures provided may be too advanced for some groups.	2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Counselor will say, "Students, we are going	3. Students will offer some ideas about what

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to play the *Mystery Envelope Game*. I have given (name of player #1) an envelope. It has a picture of something inside. This other player's job (student #2) is to guess what that something is. The player can ask questions that will help him guess.	questions might help the player guess what is in the envelope.
Students, what kinds of questions do you think would help this player?" (The counselor can use these responses to further teach the students which types of questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.	(Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer.)
4. The counselor will teach the students some possible questions that will help while playing the game. Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?	4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.
5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"	5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.
6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.	6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.
7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently. The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an	7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)

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envelope, the counselor will give them another envelope that contains a different mystery object.	
8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.	8. Student pairs continue to play the game independently.

Teacher Follow-Up Activities

1. Students may take home an activity sheet with pictures on it that they can cut apart, and place in mystery envelope at home in order to continue practicing the questioning and communication skills. Tell the students they can also play this game with real objects from home.

2. Teacher may continue to play *Mystery Envelope Game* with students throughout the year. The teacher may also choose to use objects found in the room to help the students with orientation of where certain materials are located in the room, since it is the beginning of the year and students are becoming familiar with the contents of the classroom.

Counselor reflection notes (completed after the lesson)

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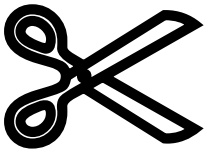
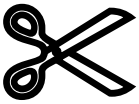
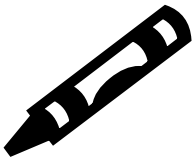
Partnering Bracelets

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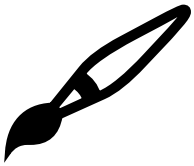

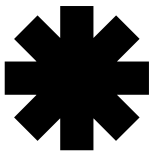

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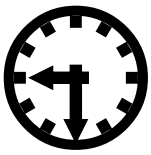

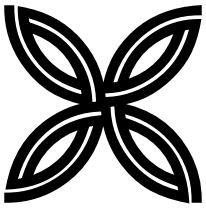

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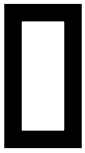
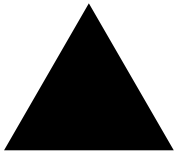

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Targeted Skills Scoring Rubric

Directions for using Scoring Rubric

Turn Taking Skills – A **(+)** response would indicate students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of: hands to self, taking turns listening, eyes on partner when partner speaks, and crisscross legs.)

Questioning Skills – A **(+)** response would indicate the ability to ask effective, relevant questions that are successful in identifying the object.

Participation Skills – A (+) response would indicate demonstrating all the above, as well as on-task behaviors.

Targeted Skills	**Students demonstrating the targeted skills.** **+ = Yes** **- = No**	**Total Number of Students demonstrating correct response.**	**Percentage of students with correct response.**
Turn Taking Skills			
Questioning Skills			
Participation Skills			

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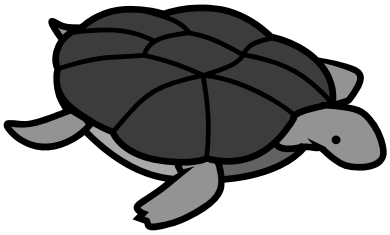
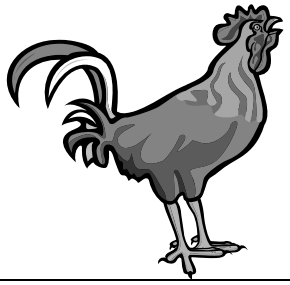
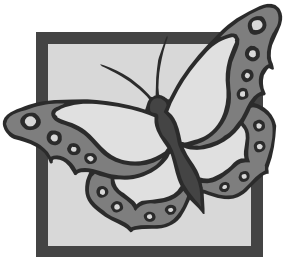
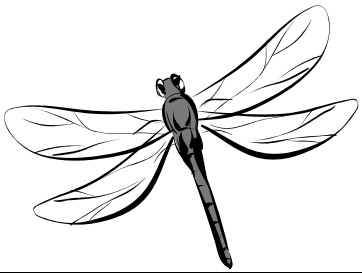
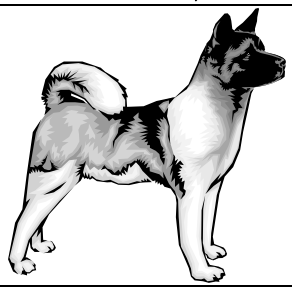
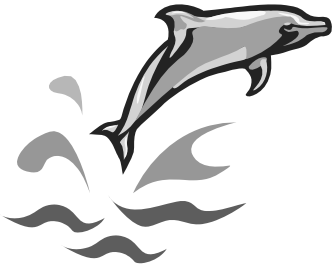
Pictures to be used in Envelopes for Mystery Envelope Game
(Place one picture in each envelope.)

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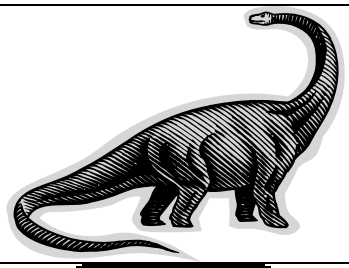	
	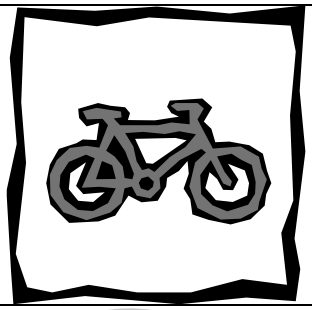
	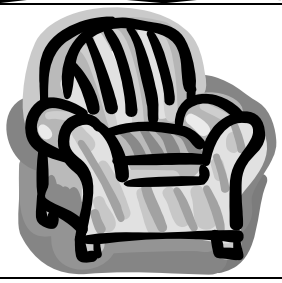
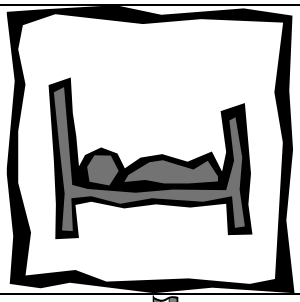	
	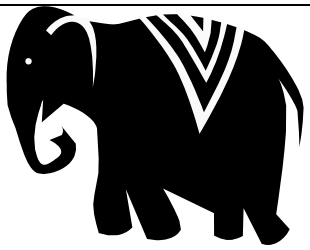
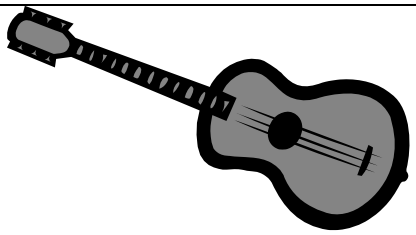	

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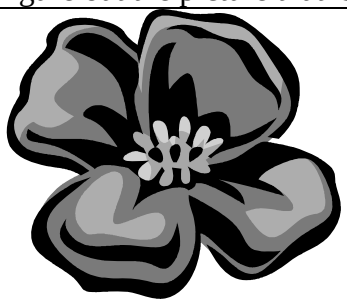
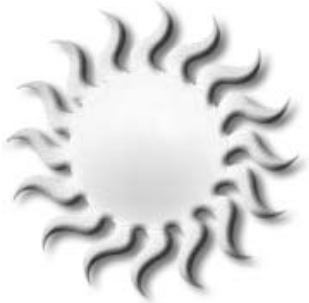
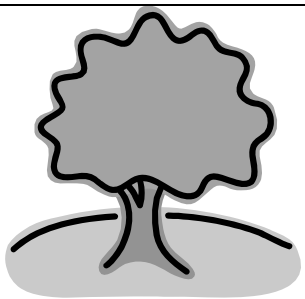
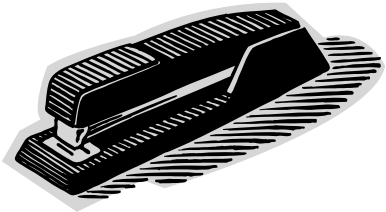
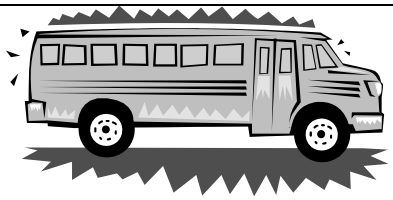
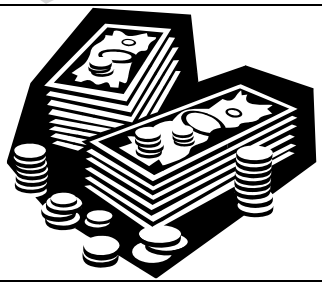
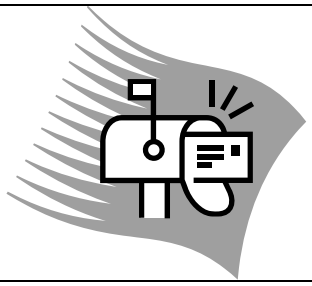
Take Home Page: *Mystery Envelope Game*

DIRECTIONS: Cut apart the pictures on this page. Place pictures in an envelope labeled *Mystery Envelope*. One person draws a card out of the envelope without showing it to their partner. The partner's job is to ask questions (as you would when playing *Twenty Questions*), and try to figure out the picture that is on the card.

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Skills for School Success This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What happens when we don't do what is expected?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will follow a visual instruction three times.		AD.6.A.01: Demonstrate the skills needed to be a successful learner.		RF.1.2 RF.1.3 SL.1.1 SL.1.4 SL.1.5 L.1.4	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will demonstrate turn-taking skills, questioning skills, and participation skills (or skills—taking turns, questioning, and participation) at least once during a game.		AD.6.A.01		RF.1.2 RF.1.3	AD A.	Level 2

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.
Students will demonstrate taking turns, communicating, questioning, and participating by playing the Mystery Envelope Game.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lessons: Lesson 1 Body Basics Lesson 2 The Envelope Guessing Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do**
1 2	See: Lessons: Lesson 1 Body Basics Lesson 2 The Envelope Guessing Game

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

UNIT RESOURCES:

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

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Goal-Setting **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Mid-year.

Lesson Titles:
Lesson # 1: Talk is Cheap (Part 1)
Materials/Special Preparations Required:
The book: *The Tortoise and the Hare*
Dry Erase Board/SmartBoard/Other Visual Media

Lesson # 2: Talk is Cheap (Part 2)
Materials/Special Preparations Required:
Student Activity Page – *Talk is Cheap*
The book: *The Tortoise and the Hare*
Brown and Green Crayons

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

Grade Level Expectation (GLE):
AD.6.A.02: Identify goals that lead to learner success. (DOK Level -2)

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can goals be useful?

Unit Measurable Learning Objectives:

The student will identify strategies for goal setting and planning.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation)
____ Experiential
___ Independent Study
_X_ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

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

Students will identify strategies for goal setting and planning.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.

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

Demonstrate the skills needed to be a successful learner.

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Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 1) **Lesson**: 1 of 2

Grade Level: 2

Length of Lesson: 30 Minutes

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

Grade Level Expectation (GLE):
AD.6.A.02: Identify goals that lead to learner success.

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

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

Materials (include activity sheets and/ or supporting resources)

1. A copy of *The Tortoise and the Hare*. If you cannot locate the book, look up the story on the Internet.
2. Dry Erase Board/Smart Board/Other Visual Media

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will collaborate with others to identify at least three strategies to accomplish a 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.
The student will identify strategies for goal setting and planning.

Lesson Preparation

Essential Questions:

How can goals be useful?

Engagement (Hook):

"Have you ever heard the expression "talk is cheap," or "put your money where your mouth is?" Do you know the name of the famous story that tells about a tortoise that asked a rabbit to put his money where his mouth was? That story is called *The Tortoise and the Hare.*"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will read the story, The Tortoise and the Hare, to the students.	1. Students will listen to the story and look at the pictures.
2. Counselor will ask the following discussion questions:	2. Students will participate in discussion:
a. Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, "I want to ride my bike by the time school starts." We call that setting a goal.	a. Students might say learning to ride a bike or skateboard or play a challenging game.
b. What was the goal of the Tortoise in the story? What was the goal of the Hare in the story? It sounds to me as if you are saying that they both had the same goal.	b. Students might say, "To win the race." Students might say, "To win the race."
c. Why do you think the Tortoise accomplished his goal and the Hare did not?	c. Students might say because the Hare stopped before the race was over.
d. Yes. That's right. Do you think the Hare had a plan to win the race? Do you think he practiced for the race?	d. The students might say, "No."
e. Do you think the Tortoise had a plan for	e. The students might say, "Slow and

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the race? What do you think his plan was? f. If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?	steady wins the race." f. The students might say, "I'd get a lot of sleep, and eat my breakfast, and practice running everyday."
5. The counselor asks students to brainstorm strategies that helped the Tortoise accomplish his goal. The counselor will write the strategies on chart paper and give the strategies sheet to the teacher to reinforce in the classroom.	5. The students will brainstorm ideas.
6. The counselor and students will review the concept of goal setting and share the key points of the discussion. During the next lesson students will complete the *Talk is Cheap* Activity Sheet.	6. The students will participate in the review of discussion.

Teacher Follow-Up Activities

The teacher will review the list with students and post it in the room to reinforce throughout the year.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 2) **Lesson**: 2 of 2

Grade Level: 2

Length of Lesson: 30 Minutes

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

Grade Level Expectation (GLE):
AD.6.A.02: Identify goals that lead to learner success.

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

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

Materials (include activity sheets and/ or supporting resources)

A copy of *The Tortoise and the Hare.*
Student Activity Sheet – *Talk is Cheap*
Brown and Green Crayons.

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a learning goal and identify one strategy for accomplishing that 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 identify strategies for goal setting and planning to meet goals that lead to learner success.

Lesson Preparation

Essential Questions:
How can goals be useful?

Engagement (Hook):
Review the expression "talk is cheap," or "put your money where your mouth is?" The counselor shows the book *The Tortoise and the Hare*, which was read the week before. The counselor briefly reviews the story with the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will hand out *Talk is Cheap* Activity Sheet and instruct students to get out a brown crayon and a green crayon.	1. Students will get out a brown crayon and a green crayon.
2. Counselor will read the Activity Sheet or ask students to take turns reading the Activity Sheet. The class will determine the correct answers. (Numbers 6, 8, 9, 10, 13, 17, and 18 should be colored brown and the rest colored green.)	2. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly.
3. The counselor will say, "What if your goal was to become the best learner that you can be? If there were a learning race, how would you prepare to win it? You would want to set a goal and make up a plan to accomplish that goal. What kind of learning goal might you set and what might be your plan to accomplish it?" The counselor will ask each student to	3. Students will brainstorm possible learning goals.

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brainstorm what might be a good learning goal and record the ideas.	
4. The counselor will say, "At the bottom of the activity sheet is a space to write a learning goal. Please write one of your learning goals in the space provided."	4. Students will write a personal learning goal on the activity sheet.
5. The counselor will say, "Each of you will tell me one strategy the tortoise will do to prepare for his race that you want to do to prepare to meet your goal."	5. Students will state one of the following strategies: a) Set a goal and make a plan on paper; b) Tell someone about your plan and get that person's help to monitor your progress; c) Put the plan into action-practice; d) Reward small steps; e) Revise your plan if it is not working; f) Don't quit until you've accomplished the goal.
6. As each student states a strategy, the counselor will ask the student to write the strategy on the activity sheet.	6. Students will finish the last section of the activity sheet by writing one important strategy to accomplish their goal and share the strategy with the group.
7. The counselor will close by reviewing the activity and encourage students to set goals.	7. The students will participate in the review.

Teacher Follow-Up Activities

Teacher may continue to use the goal-setting vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment.

The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

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Talk is Cheap…

But Setting a Goal and Following a Plan will be Richly Rewarded

DIRECTIONS: Color the square green (Tortoise Color) if it describes a good strategy for Setting a Goal or Following a Plan to accomplish a goal. Color the square brown (Hare/Rabbit Color) if it describes a behavior that does not involve goal setting or following a plan to accomplish a goal.

Set a goal and make a plan on paper.	1. This animal wrote down what time everyday he would stretch and exercise.	7. This animal wrote down the healthy food he would eat everyday.	13. This animal did not set any goal or write down any plan.
Tell someone about your plan and get that person's help.	2. This animal asked his friend squirrel to run the racetrack to look for problems.	8. This animal did not ask anyone to help him plan.	14. This animal asked duck to reward him every time he got one second faster.
Put the plan into action-practice.	3. This animal got to bed every night at 8:00 just as he had planned.	9. This animal talked about lifting weights for the race but never did.	15. This animal ate a healthy, balanced diet that he had planned with his mother.
Reward small steps.	4. This animal met his short-term goal of getting one second faster each day and rewarded himself with a cookie.	10. This animal didn't prepare in small steps, he didn't think he needed to improve in any way.	16. This animal met his short-term goal of getting to bed on time each night and bought himself two new pairs of socks.
Revise your plan if it is not working.	5. This animal found out that running too fast, tired him out to soon, and he decided slow and steady wins the race.	11. This animal found out that eating chocolate before bedtime kept him awake, so he stopped.	17. This animal kept making the same mistakes every time and didn't learn from them.
Don't quit until you've accomplished the goal.	6. This animal went to sleep before the job was done.	12. This animal never stopped following his plan until the goal was accomplished.	18. This animal didn't think he needed to make a plan to meet his goal.

My Learning Goal is . . .

_____

One strategy for setting a goal and following a plan to accomplish that goal is …

_____

_____

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Goal Setting This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can goals be useful?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify strategies for goal setting and planning		AD.6.A.02: Identify goals that lead to learner success.		RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.6 L.2.1 L.2.2 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2

ASSESSMENT DESCRIPTIONS*:

Students will identify strategies for goal setting and planning.

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

	_____ Experiential _____ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)

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

UNIT RESOURCES:

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

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

Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson 1: Goal Setting and Self-Assessment
Materials/Special preparations Required:
5 consecutive spelling test grades for each student
Test Score Goal Sheet
Test Scores Bar Graph Sheet
Pencil and crayons for each child
Scale and materials to put on it (rocks & cotton balls)

Lesson 2: Reflection on Educational Goal Setting and Self-Assessment
Materials/Special preparations Required:
Spelling or other content area score from their last test
Test Score Analysis Sheet
Each student's *Test Score Goal Sheet* and *Test Score Bar Graph Sheet* from Lesson I
Writing Materials

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

Grade Level Expectation (GLE):
AD.6.A.03: Identify education goal-setting and self-assessment skills. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do I make decisions that will help me to be successful?
How do individuals make positive changes?

Unit Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her goal.
The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Reflective Discussion, Writing to Inform)
__X__ Experiential (Conductng Experiments)
___ Independent Study
____ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will track and analyze his/her test scores after setting a goal for score improvement.

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Brief Summary of Unit:
Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students should know how to interpret and make a bar graph; brainstorm ideas; follow directions, and write.

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Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills

Lesson Title: Goal Setting and Self-Assessment **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.6.A.03: Identify education goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

5 consecutive test grades for each student
Test Score Goal Sheet,
Test Scores Bar Graph Sheet
Pencil and crayons for each child
Scale and materials to put on it (rocks & cotton balls)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines amd accomplish goals

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her 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.
The student will set a test score goal and graph their progress.

Lesson Preparation

Essential Questions:
How do individuals make positive changes?

Engagement (Hook): Bring in the scale and show the students how it works even when there is nothing on it. Put cotton balls on the scale to signify 4 As on their spelling tests. Put 1 heavy rock on the scale to signify an F on a spelling test. Counselor lets the students know how much the F weighs their grade down.(Spelling is used as an example in this lesson but counselors and teachers may substitute other content areas assessment as deemed necessary per the school's curriculum.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out *Test Score Bar Graph*	1. Students place their writing and drawing

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Sheet and list of last 5 spelling scores or other content area assessment scores for each child (each child places writing material on desk).	materials on their desk.
2. Counselor instructs students to write their names at the top of their *Test Score Bar Graph Sheet*.	2. Students follow directions.
3. Counselor explains that the students are going to fill out the *Test Score Bar Graph Sheet* using their last 5 spelling test scores. Students are instructed to write the date of the oldest test score they have in the first column that says date.	3. Students follow directions.
4. Counselor directs students to write the score of the spelling test they took on that date under the date box.	4. Students follow directions.
5. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil.	5. Students follow directions.
6. After checking each student's paper, counselor directs the students to choose a crayon and color the column up to, and including, the box with the star.	6. Students follow directions.
7. Counselor continues the same procedure with all scores, leaving last column blank.	7. Students follow directions.
8. Counselor collects papers to save for Lesson 2 and hands out *Test Scores Goal Sheet*, instructing students to write their names on their papers.	8. Students follow directions.
9. Counselor directs students to write down their last 5 spelling test scores.	9. Students follow directions
10. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week.	11. Students follow directions
11. Counselor instructs students to come up with some ways to achieve their goals	11. Students brainstorm ideas and write ones they think they can implement.

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(study the night before the test, study every night, get a study buddy to help, write the words 5 times, look for word patterns, etc) and to write them on their papers.	
12. Teacher closes lesson by collecting the *Test Score Goals Sheets* to save for Lesson 2 and reminding students to focus on their goals. Students are asked to discuss how this would help to improve grades.	12. Students respond with ways this strategy could help to improve their grades.

Teacher Follow-Up Activities

Teacher will review the importance of good study habits as a skill necessary for success in school. Review the *Test Score Goal Sheet* and *Test Score Bar Graph* sheet and use in various curriculum areas to help students track their progress.

Counselor reflection notes (completed after the lesson)

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

   A. _____

   B. _____

   C. _____

   D._____

   E._____

2. What is my goal for my next _____test score?

_____

3. What steps will I take to reach my goal?

_____

_____

_____

_____

_____

_____

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Name_____

_____ Test Scores Bar Graph Sheet

Lesson 1

Score	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Next Test Date:**
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills

Lesson Title: Reflection on Educational Goal Setting and Self-Assessment **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.6.A.03: Identify education goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Spelling or other content area score from their last test
Test Score Analysis Sheet
Each student's *Test Score Goal Sheet* and Test Score Bar Graph Sheet from Lesson 1
Writing Materials

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives,

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		essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will track and analyze their test scores after taking steps to reach their test score goal.

Lesson Preparation

Essential Questions:

How can I improve my performance in school?

Engagement (Hook):

Remind the students about how the rocks that signified the F weighed the scale down. Let them know that today we are going to look at your most recent spelling scores and see how well you did at meeting your goal for your last test.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor distributes *Test Score Bar Graph* and the *Test Score Goal Sheets* from the previous lesson, and each student's individual score on his or her last spelling test or content area test. The counselor passes out the *Test Score Analysis Sheet* to each student.	1. Students follow directions.
2. Counselor asks students to write down their	2. Students follow directions.

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last spelling test score on the *Test Score Analysis Sheet* in the line for #1. The counselor monitors students.	
3. Counselor asks students to look at the *Test Score Bar Graph Sheet* from the previous lesson and decide if their latest score was higher or lower than their previous scores; then write the answer to question #2 on the *Test Score Analysis Sheet*.	3. Students follow directions.
4. Counselor asks students to look at their goal, written on *Test Score Goal Sheets*, and see if they met their goal; then answer the questions #3 and #4 on the *Test Score Analysis Sheet*.	4. Students follow directions.
5. Counselor asks students to look at *Test Score Goal Sheets* and read what they wrote for #3.	5. Students follow directions.
6. After reflecting on the answer they wrote for #3 during the previous lesson, direct the students to answer question #5 on *Test Score Analysis Sheet*.	6. Students follow directions.
7. Have students reflect on their behavior before their last spelling test/content area test and answer question #6 on the *Test Score Analysis Sheet*.	7. Students follow directions.
8. Ask students to complete question #7.	8. Students follow directions.
9. Have students answer question 8 and collect papers.	9. Students follow directions.

Teacher Follow-Up Activities

The teacher will review the Test Score Analysis Sheet. The teacher may also want to have the students to journal weekly regarding how their behavior, office referrals, think sheets may also reflect their grade.

Counselor reflection notes (completed after the lesson)

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Name_____

_____ Test Scores Analysis Sheet

1. My test score on my last test _____.
2. Was my last score lower or higher than my other scores? _____
3. My test score goal _____.
4. Did I meet my goal?_____
5. Did I follow my steps to meet my goal? _____
6. Which steps did I follow?

_____

_____

_____

_____

7. How can I prepare for my next _____ test?

_____

_____

_____

_____

8. If I do nothing, what can I expect of my next _____score?

_____

_____

_____

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

   A. _____

   B. _____

   C. _____

   D._____

   E._____

2. What is my goal for my next _____test score?

_____

3. What steps will I take to reach my goal?

_____

_____

_____

_____

_____

_____

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Name_____

_____ Test Scores Bar Graph Sheet

Score	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Next Test Date**
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Educational Goal-Setting and Self-Assessment Skills Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do I make decisions that will help me to be successful?
2. How do individuals make positive changes?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03: Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:

The student will track and analyze his/her test scores after setting a goal for score improvement

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson 1 Goal Setting and Self-Assessment

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

UNIT RESOURCES:

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

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

Unit 1 Title: Goal-Setting **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime.

Lesson Titles:
Lesson 1: Man On the Moon!
Materials/Special Preparations Required:
Student Hand Out and Student Work Page
A jar
A picture of an astronaut and a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

Lesson 2: Simon Says – Taking Small Steps Towards My Goal
Materials/Special Preparations Required:
"Simon Says" script – Attached to lesson

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

Grade Level Expectation (GLE):
AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

	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 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are some of the positive outcomes of goal setting?

Unit Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.
The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Didactic Questions, Guided & Shared)
__X__ Indirect (Problem Solving, Reflective Discussion)
__X__ Experiential (Games)
____ Independent Study
__X__ Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a work page that will demonstrate the knowledge of goal-setting skills.
The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment.

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Lesson two helps students learn the skills necessary in making short-term goals.

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

Revise and practice education goal-setting and self-assessment skills.

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Unit #1 Title: Goal-Setting

Lesson Title: Man On the Moon! **Lesson:** 1 of 2

Grade Level: 4

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study

Grade Level Expectation (GLE):
AD.6.A.04. Revise and practice educational goal-setting and self-assessment skills.

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

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

Materials (include activity sheets and/ or supporting resources)

Student Hand Out and Student Work Page.
A picture of an astronaut, a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
A jar
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

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 1. Identify problems and define their scope and elements. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Student Work Sample:
The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

Lesson Preparation

Essential Questions:

Why is it important to set goals?
How do you achieve a goal?

Engagement (Hook):

John F. Kennedy once challenged our nation to be the first to put a man on the moon. Martin Luther King challenged our country to pass laws that would enable people of all races to have equal opportunity. What challenges do you ask of yourself? And what goals will you set to help you accomplish those challenges?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will say, "Students, I challenge you to be goal-setters, and problem-solvers. Today, I want you to think about something that you thought you would never be able to do. Not too long ago, when I was a child, to see a man walk on the moon was something that didn't seem possible. But, it was a goal that was accomplished with two important tools. Those tools were goal-setting, and problem-solving." Counselor holds up a large sheet of paper with a picture of an	1. Students will listen and watch.

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astronaut attached to it and says, "Let's pretend that this picture of an astronaut is a real astronaut and our goal tody is to get the astronaut to the moon. Well perhaps not on the moon, but into this jar that I will put over there in the corner of the room."	
2. The counselor will distribute the instruction page for the *Student Handout Sheet*. The students will be able to read the answers to the following questions:	2. Students will look at the *Student Handout Sheet* for the answers to the questions.
• "What is our goal?"	• Students will answer, "To get the paper in the jar."
• "What is my timeline? How long do we have until we have to accomplish our goal?"	• Students will answer, "In the next 15 minutes."
• "What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?"	• Students will answer, "You can ask anyone in the room for help and you can use any materials that are in the room."
• "Are there any limitations that will make accomplishing the goal seem difficult?"	• Students will answer, "You can not move from where you are now standing and no one else in the room can get out of their chairs. The piece of paper that you are holding is too large to fit in the jar and you can not exchange the jar for another one."
3. The counselor will say, "Why should I even try to accomplish this goal? It seems impossible."	3. Students will answer, "The pay-off is in the jar." (The jar has a reward in it.)
4. The counselor will say, "Okay, I don't think I can accomplish this goal on my own. I'm going to need your help. Will you help me?"	4. Students will answer, "Yes."
5. The counselor will say, "What is problem number one that is keeping me from accomplishing my goal?"	5. Students will answer, "The paper is too big."

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6. The counselor will say, "What are the possible solutions to this problem and which one should we try first and then second if the first plan doesn't work?"	6. Students will read the list of possible solutions and possibly add to them with their own ideas. The class will decide which solution to try first and then which to try second.
7. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)	7. Students will continue to answer the counselor's questions based on the answers on the student hand out.
8. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the students to complete the work page while they are enjoying the reward (treat).	8. Students will enjoy the reward while completing the student work page. (See Student Work Page.)
9. Counselor will instruct students on how to complete the work page by demonstrating one selected student's possible responses.	9. Students will follow along as counselor demonstrates how to complete the work page using a selected student's goal as an example.
10. Counselor will allow students to complete the work page using a personally selected goal.	10. Students will complete the work page using a personally selected goal.

Teacher Follow-Up Activities

1. Teacher may continue to use the goal-setting and problem-solving vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment. An example of a writing assignment might be to ask the student to write a story about a goal that they were able to accomplish or a goal that they were still working on accomplishing.

2. The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

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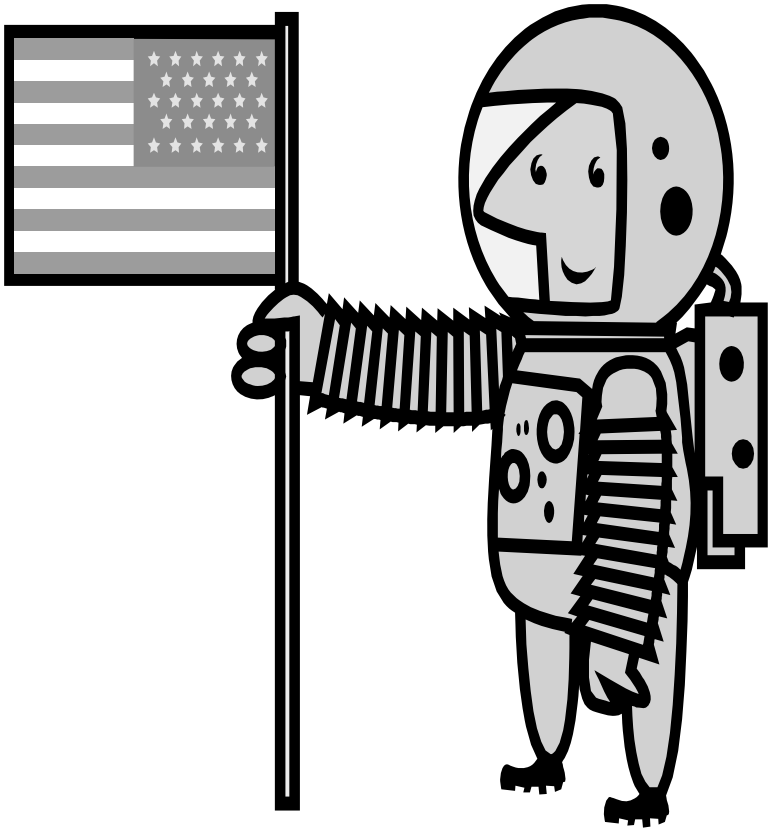
Picture of an Astronaut



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Student Hand Out

Man on the Moon
Goal-Setting, Problem-Solving Game Rules

GOAL: What do I want to accomplish?
I want to get the astronaut into the jar.

TIMELINE: When do I want to accomplish my goal?
I have 15 minutes from now.

RESOURCES: What do I have that I can use to accomplish my goal?
I can ask anyone in the room for help and I can use any materials that are in the room.

LIMITATIONS: What might keep me from accomplishing my goal?

- I can not move from the place that I am standing now and no one else in the room can leave their seats.
- The paper that the astronaut is on is too big to fit in the jar.
- The jar can not be exchanged for another jar.

REWARD: What will I gain if I accomplish my goal?
I will be able to share the reward in the jar with the class.

PLAN: What steps will I take to accomplish my goal?

Identify the Problem	***Brainstorm Possible Solutions***	***Choose a Possible Solution to Try***	***Did it Work? If first solution didn't work, try another.***
The goal is too big. It seems impossible.	1. Quit, give up. 2. Cut the project up into smaller more manageable pieces. 3. Get a bigger jar.	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	4. 5. Quit, give up. 6. Get help from friends. 7. Cheat. 8. Deal with it tomorrow.	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

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Student Work Page

I Can Make a Plan

I can use Goal-Setting, Problem-Solving, and Self-Assessment to become a Life-Long Learner.

GOAL: What do I want to accomplish?

_____

_____

REWARD: What will I gain if I accomplish my goal?

_____

_____

TIMELINE: When do I want to accomplish my goal?

_____

_____

RESOURCES: What do I have that I can use to accomplish my goal?

_____

_____

LIMITATIONS: What might keep me from accomplishing my goal?

_____

_____

PLAN:

- What steps will I need to take to accomplish my goal? (Long-Term Goal)

  _____

  _____

- How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

  _____

  _____

- What limitations or problems do I think might keep me from my goal?

  _____

  _____

- What solutions could I try to solve any problems that might keep me from my goal?

  _____

  _____

- How will I know if I am being successful in working toward my goal?

  _____

  _____

- How will I reward myself for accomplishing each smaller step towards my goal?

  _____

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Unit #1 Title: Goal-Setting

Lesson Title: Simon Says – Taking Small Steps Toward My Goal **Lesson:** 2 of 2

Grade Level: 4

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.

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

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

Materials (include activity sheets and/ or supporting resources)

Simon Says Script

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

	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 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational 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.
Student acquired knowledge:
The student will demonstrate knowledge and understanding of strategies related to studying, which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Lesson Preparation

Essential Questions:
Why is it necessary to know the steps needed to accomplish goals?

Engagement (Hook):
Ask, "Who can tell me the rules we usually follow for the game *Simon Says*?"
Volunteers state rules.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Explain to students that today they will play a version of Simon Says in which only some students will respond to each command.	1. Students listen and respond to the commands.
2. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.	2. Students listen.
3. Lead a game of Simon Says. Remind students to try to remember what they learn about their classmates. Provide such directions as those on the *Simon Says Script*.	3. Students listen and observe.
4. At the end of the game, have students sit in a circle.	4. Students move to a circle.
5. Ask each student to name one way in which	5. Students listen and take turns in the

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he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math."	discussion.
6. Ask students to talk about new ways to study they learned today.	6. Students listen and take turns in the discussion.
7. So that everyone will have the chance to share something, go around the circle asking students why is it important to plan our studying as first step towards accomplishing our educational or academic goals.	7. Students listen and participate in the discussion.
8. Also ask students how studying with discipline and application can help them accomplish bigger educational or academic goals.	8. Students listen and participate in the discussion.

Teacher Follow-Up Activities

Have students set short term goals to improve skills, scores, and performance in a subject area that they choose. Once a month, discuss progress toward the goal.

Counselor reflection notes (completed after the lesson)

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SIMON SAYS SCRIPT

1. Simon says "Everyone who takes a nap right after school, stand on one foot."
    - Sit down please.
2. Simon says "Everyone who takes a light snack after school, stand up and put your right hand on your tummy."
    - Sit down please.
3. Simon says "Everyone who studies before going out to play, stand up and touch your forehead."
    - Sit down please.
4. Simon says "Everyone who watches TV all the time after school, stand up and stick your tongue out as far as you can"
    - Sit down please.
5. Simon says "Everyone who never watches television on school nights, stand up and waive both arms like a champion"
    - Sit down please.
6. Simon says "Everyone who does homework in a quiet place away from phone and TV, jump up and down."
    - Sit down please.
7. Simon says " Everyone who does homework at about the same time everyday, stand up with both thumbs up"
    - Sit down please.
8. Simon says "Everyone who likes school, stand up and clap your hands."
    - Sit down please.
9. Simon says, "Everyone who likes math stand with your arms crossed."
    - Sit down please.
10. Simon says "Everyone who likes English remain seated and raise both arms."
    - Put your arms down, please.
11. Simon says "Everyone who likes science stand up and scratch their ears."
    - Sit down please.
12. Simon says "Everyone who plans to get good grades, stand on your left foot and scratch your head."
    - Sit down please.
13. Simon says "Everyone who plans to go to college, stand up, smile wide, and slowly walk clockwise around the classroom"
    - Sit down please.

Choose other categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math." Ask students to talk about new ways they plan to study more effectively in the future (set a goal). Go around the circle so that everyone will have the chance to say something. Encourage students to talk about goals to improve their studying and/or their grades.

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Goal-Setting This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment. Lesson two helps students apply the skills necessary to set and accomplish goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What are some of the positive outcomes of goal setting?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.		AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.		RF.4.3 RF.4.4 W.4.2 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan .	Level 3
2. The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.		AD.6.A.04		SL.4.1 L.4.1 L.4.3 L.4.6	AD A	Level 3

ASSESSMENT DESCRIPTIONS*:

1. The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

2. The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal

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

UNIT RESOURCES:

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

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

Unit #1 Title: Educational Plans Are Important

Grade Level: 5

Number of Lessons in Unit: 2 **Time Required for each lesson:** 30 minutes

Best time of year to implement this Unit: Fall

Lesson Titles:
Lesson 1: The Vacation Can Be An Education
Materials/Special Preparations Required:
Writing materials for each student
Let's Go To… and Why Do I Need A Plan? student activity sheets
United States or world wall maps

Lesson 2: Goal-Makers Win the Game
Materials/Special Preparations Required:
GOALS activity sheet
An indoors basketball goal
A small ball
Writing materials for each student

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan. (DOK Level - 1)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can planning guide my future?

Unit Measurable Learning Objectives:

The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.
The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).
The student will develop a plan to reach at least three personal goals, including possible obstacles.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Compare & Contrast; Guided & Shared-Reading, Listening, View-Viewing, Thinking)
_X_ Indirect (Reflective Discussion; Concept Formation; Concept Attainment)
_X_ Experiential (Simulations)
___ Independent Study
___ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will select short- and long-term goals.

Brief Summary of Unit:

Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for middle school and secondary education classes; then to post high school life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.

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

Ability to write and discuss ideas.

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Unit #1 Title: Educational Plans Are Important

Lesson Title: The Vacation Can Be An Education **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing a personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Writing materials for each student
Let's Go To and *Why Do I Need A Plan?* student activity sheets
United States or world wall maps

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list at least three goals he/she wants to accomplish in life (work, family, and leisure).

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will compare and contrast planning for a trip and making a plan for their future.

Lesson Preparation

Essential Questions:

How can planning guide my future?

Engagement (Hook):

Using a United States or world wall map, direct students to think of a place that they have always wanted to visit….New York, Paris, Disney World, Silver Dollar City, Six Flags, Worlds of Fun…Can anyone give me some other examples?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out *Let's Go To*… activity sheet. Students are instructed to write their names at the top of the paper.	1. Students follow directions.
2. Students are directed to pick a location they would like to visit and write it in the blank at the top of their paper. It must be some distance away from home, requiring at least an overnight stay. Call on some students to give their destination.	2. Students follow directions and respond.
3. Brainstorm things they would have to do to go on a trip. Write down several-don't feel compelled to use all of the spaces. Discuss freely all suggestions. Point out how important it is to have a plan before taking a	3. Have students write down their suggestions on the paper.

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vacation or trip.	
4. Approximately 15 minutes into the lesson, hand out other activity sheet *Why Do I Need A Plan?* Discuss what could happen if they didn't take care of the things listed on the other side (such as using a map or navigation system, having money, finding a place to stay, and/or planning for activities). Brainstorm ideas and write them down on the activity sheet (such as go hungry, get robbed, have to go back home, not get to visit places, etc).	4. Students record suggestions.
5. Discuss how having a plan makes for a safe, fun and exciting vacation. Draw a parallel between planning for a vacation and planning for an education. Discuss how students get to choose classes to take in middle school and high school and point out how they would need to figure out what subjects they enjoy. Students should be encouraged to participate in activities in which they excel. Direct students to write down what they enjoy doing in school.	5. Students participate in the discussion, and write subjects and activities they enjoy in school.
6. Discuss how understanding their strengths and abilities can help them prepare for life choices.	6. Students write down what they want to accomplish in life (work, family, leisure)?

Teacher Follow-Up Activities

Teacher will review student activity sheets and include the class in planning lessons in the content areas.

Counselor reflection notes (completed after the lesson)

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Name_____

Let's Go To _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

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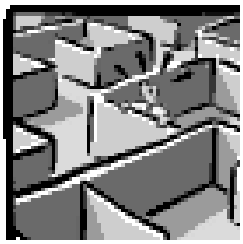
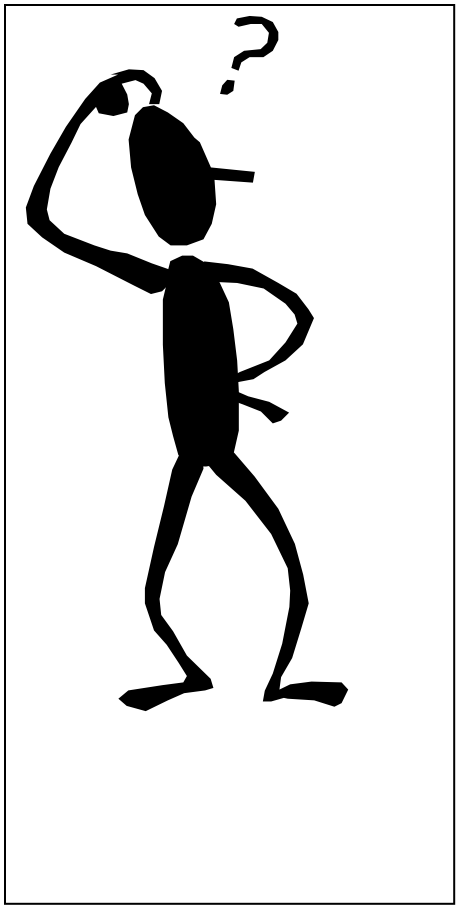
Name_____

Why Do I Need A Plan?





1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____

What academic level do I want to achieve in school? _____
_____
_____
_____

What do I want to accomplish in life (work, family, leisure)?
_____
_____
_____
_____
_____

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Unit #1 Title: Educational Plans Are Important

Lesson Title: Goal-Makers Win the Game! **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

GOALS activity sheet
An indoors basketball goal
A basket ball
writing materials

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three goals.
The student will identify one road block that could get in the way of accomplishing each goal.
The student will identify the first step toward each 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 select long- and short-term goals in order to complete the "GOALS" activity sheet.

Lesson Preparation

Essential Questions: How can goals help me?

Engagement (Hook): Ask students to think of a game they would like to win. If a student chooses basketball, call this student to the front of the class and give this student three chances to make a goal. Call one or two more basketball fans to do the same. Introduce the terms *educational goals* and *opportunities*.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor introduces/reviews the word *goal*. 2. Give examples of educational or academic goals. (Short term): • Finish all assignments on time. • Do my homework. • Prepare for a test. • Have all my supplies.	1. Students give examples of goals. 2. Students listen.

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(Long term): • Make the honor roll the next nine weeks. • Be promoted to the next grade. • Go to college or technical school. • Become a _____ (Favorite career).	
3. Pass out the *Goals* worksheet. Give directions and have students complete the activity. (Collect the completed activity sheets. Tell students that the activity sheets will be returned the next week by their teacher who will do an extension activity.)	3. Students complete the worksheet.
4. Explain the word *opportunity*. Emphasize that, unless they are retained, this is their only opportunity to do well in 5th grade, and each day in school will be their only opportunity to do well in school that day. Suggest that doing their best in school each day is the first step towards achieving academic goals.	4. Students listen and participate.

Teacher Follow-Up Activities

Teacher will review student activity sheets and have students orally share their written examples.

Counselor reflection notes (completed after the lesson)

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GOALS

This is a goal... a basketball goal.

This is also a goal... the finish line.

There are other goals! Goals are worthwhile things you want to accomplish!!

1. Write a goal you want to reach in school this week._____

_____

What is the first step to make it happen? _____

What roadblocks can get in the way? _____

2. Write a goal that you want to accomplish by the end of the school year._____

_____

What is the first step to make it happen?

What roadblocks can get in the way?

3. Write a goal you want to reach when you become a teenager._____

_____

What roadblocks can get in the way? _____

I pledge to be loyal to my goals:

_____ _____ _____

My Signature Date Grade

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Academic Development

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

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

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

UNIT DESCRIPTION: Educational Plans Are Important Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for Middle School and Secondary Education classes; then to post High School life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can planning guide my future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.		AD.6.A.05: Recognize the importance of an educational plan.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3	AD A.	Level 1

				L.5.4 L.5.5 L.5.6		
3. The student will develop a plan to reach at least three personal goals, including possible obstacles.		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will select short- and long-term goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	**See Lessons:** Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See Lessons:** Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game

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

UNIT RESOURCES:

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

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

Unit 1 Title: Poppin' Personal Plan of Study (PPS) **Grade Level:** 6

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

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

Lesson Titles:

Lesson 1: Life Lingo

Materials/Special Preparations Required:

Help Wanted Story

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

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

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

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

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

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

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

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectation (GLE):

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

American School Counselor Association (ASCA) National Standard:

Academic Development

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B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college and career.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contests a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do past experiences contribute to your future? How does what you study in school relate to careers?

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Unit Measurable Learning Objectives:

The student will define and analyze 16 vocabulary terms related to-PPS.
The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.
The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Case Studies)
____ Experiential
_X_ Independent Study (Journals)
_X_ Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

Brief Summary of Unit:

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have an understanding of the career paths as they relate to their future goals for the future.

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Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Life Lingo **Lesson** 1 **of** 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6 Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**

American School Counselor Association National Standard (ASCA):
Academic Development

B. Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Help Wanted Story
Life Lingo Vocabulary handout
Matching Activity Page

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and Writing Standard English 3. Reading and evaluating nonfiction works and material
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will define 16 vocabulary terms related to developing a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a vocabulary matching activity sheet.

Lesson Preparation

Essential Questions:
What specialized vocabulary words help people understand a personal plan of study?

Engagement (Hook):
Read the *Help Wanted* Story to students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read introductory *Help Wanted* story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to put an asterisk (*) next to terms they know and a question mark next to terms unknown to them. Work in pairs to define each others unknown terms and make a list of terms neither student knows. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the *Life Lingo Vocabulary* handout.	3. Students complete activity sheets in class.
4. Read *Help Wanted* story again and ask students to put the story in their own words.	4. Students paraphrase story to demonstrate understanding of vocabulary words.
5. Closure: Review the main points of the lesson.	5. Closure: Students will share the main points of the lesson.

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Teacher Follow-Up Activities

The teacher will review the vocabulary used during the lesson.

Counselor reflection notes (completed after the lesson)

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HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She may need further training or to study a specific subject in school to better prepare for this job?

After investigating what she still needs to learn and she what training is available she develops a plan to get the skills she needs. She can't wait to get started on her plan so she able to get this job she wants.

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Life Lingo

career path	training/education
personal plan of study	awards
volunteer or community service work	requirements for MS
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
school subjects	high school requirements

Read the definition. Write the word that matches the definition on the line.

_____ a long term job or chosen work area
_____ groups formed with a common goal
_____ honors given for doing something well
_____ classes you need to complete in middle school
_____ activities in which you participate with your family (examples: family nights, vacations, babysitting)
_____ knowledge or ability to do things others may not be able to do
_____ classes needed to graduate from high school
_____ work which is done for free; either individually or as a part of a group
_____ writing, speaking, and listening skills
_____ instruction to learn skills or knowledge
_____ a document that includes a person's educational plans
_____ before or after school activities
_____ math, English, art, science, music, social studies
_____ a goal; explaining what job you are seeking and why
_____ jobs I have done
_____ subjects in school I enjoy and in which I excel

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Answer Sheet

Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

career path	a long term job or chosen work area
organization	groups formed with a common goal
awards	honors given for doing something well
requirements for MS	classes you need to complete in middle school
family experiences	activities in which you participate with your family (examples: family nights, vacations, babysitting)
special skills	knowledge or ability to do things others may not be able to do
high school requirements	classes needed to graduate from high school
volunteer or community service	work which is done for free; either individually or as a part of a group
communication skills	writing, speaking, and listening skills
training/education	instruction to learn skills or knowledge
personal plan of study	a document that includes a person's educational plans
extra-curricular activities	before or after school activities
school subjects	math, English, art, science, music, social studies
objective	a goal; explaining what job you are seeking and why
work history	jobs I have done
academic strengths	subjects in school I enjoy and in which I excel

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Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I've Done **Lesson** 2 **of** 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Sample Personal Plan of Study for projection display
Sticky notes – one color for each group
Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x ll" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements
Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)
(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/project/individualplan)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English

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		6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Collaboration

Lesson Measurable Learning Objectives:

The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will separate life experiences into the Personal Plan of Study components.

Lesson Preparation

Essential Questions:

What types of life experiences have you had? What do you still need to learn?

Engagement (Hook):

Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue).	1. Students will take a pencil to the group with them.
2. Say, "On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates." You may need to give an example or two to	2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.

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stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).	
3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.	3. Students will explain their experience and place the sticky note on a component page.
4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on "Volunteer/Community Service"; Student Council Rep on "Organizations" or "Extra Curricular Activities").	4. Students will place sticky notes in appropriate component.
5. Discuss placement of activities in respective categories.	5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).
6. Closure: Review main points of the lesson.	6. Closure: Students will share main concepts discussed during the lesson.

Teacher Follow-Up Activities

The teacher will review the information shared during the lesson.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc…):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc…):

Other skills attained:

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CAREER PATH OF INTEREST SHEET

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EDUCATION/TRAINING SHEET

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AWARDS SHEET

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ORGANIZATIONS SHEET

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WORK HISTORY SHEET

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VOLUNTEER/COMMUNITY SERVICE SHEET

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OTHER SKILLS SHEET

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Unit 1 **Title:** Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I Can Do **Lesson** 3 of 3

Grade Level: 6

Length of Lesson: 1 30-minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Materials (include activity sheets and/ or supporting resources)

Sample Resource file (portfolio)
(Samples of Resource files are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contests a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society

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	1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 6. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	SS6-relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will share a written reflection narrative (paragraph) of Cool Stuff I Can Do generated from discussion of activities, their placement on the resume, and what character and or work traits they will continue to develop in school.

Lesson Preparation

Essential Questions:

How does one develop and demonstrate character and/or work traits?

Engagement (Hook):

Counselor asks, “Let’s imagine we are 6 years in the future and you are about to graduate high school. What personal character traits or work habits do you need to develop and demonstrate to reach your future goals?”

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the purpose of a Personal Plan of Study and what it tells about us.	1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.
2. Display the resource file (portfolio) and discuss the importance of each item.	2. Students participate in discussion.
3. Say, "Today's assignment is for each of you to imagine you are a senior in high school. Write a paragraph about at least three activities you have participated in that demonstrate personal character and/or work traits, using the resource file checklist as a guide."	3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits.
4. Walk around class to check everyone's progress and assist students who are having difficulties.	4. Students continue to work on personal reflection narrative activities.
5. Ask volunteers to read their narrative.	5. Students will volunteer to share their narratives.
6. Closure: Review the main points of the lesson..	6. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

The teacher will have an opportunity to review the personal reflection narratives.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Poppin' Personal Plans of Study Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do I need to plan what I learn?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

Students will share a written reflection narrative (paragraph) of "Cool Things I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done Lesson 3 Cool Stuff I Can Do
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done

4	Lesson 3 Cool Stuff I Can Do				
	Direct: tructured Overview ecture Explicit Teaching (Ls. 1) Drill & Practice (Ls. 1) ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	**Indirect:** _____ Problem Solving ___X__ Case Studies (Ls. 1) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping __X____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling __X____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 3) _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels ___X__ Brainstorming (Ls. 2) ___X__ Peer Partner Learning (Ls. 1) ___X__ Discussion (Ls. 1, 2, 3) _____ Laboratory Groups _____ Think, Pair, Share ___X__ Cooperative Learning (Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: My Path to Success **Grade Level:** 7

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:
Lesson 1: Graphing My Path to Success
Materials/Special Preparations Required:
Student transcript of grades obtained from files
Graph paper
Colored pencils

Lesson 2: Analyzing My Path to Success
Materials/Special Preparations Required:
Graphs from Lesson 1

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning. (DOK Level -3)

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard Englis
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does my current academic performance affect later career and education choices?

Unit Measurable Learning Objectives:

The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.
The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_Indirect (Reflective Discussion; Concept Mapping)
_X_Experiential (Charting/Graphing)
_X_ Independent Study (Journals; Reports)
____Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Brief Summary of Unit:

In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have developed general knowledge of self and have an accurate view of their academic standing, career interests, etc…

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

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Unit 1 Title: My Path to Success

Lesson Title: Graphing My Path to Success **Lesson** 1 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Student transcript of grades
Graph paper
Colored pencils

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will construct a graph of his/her grades from last year and the reporting period of the current year in order to assess his/her strengths and weaknesses.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will self-assess by analyzing completed graphs of academic ability and performance and comparing results to requirements for career goals.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor will ask the students if they have ever seen people looking at graphs to analyze data. Ask students to provide examples. Project or display examples of graphs. Counselor asks the students why businesses analyze information such as this.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, the counselor tells the students that today they are going to graph information regarding personal performance in school. The counselor will provide students with their individual grades. These grades could be from last school year and the first reporting period of the current school year or a series of bi-weekly or progress reports. Students will create a line graph with all courses plotted on the graph. The counselor will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. If a school district has access to computers, students could create the graphs electronically in a spreadsheet program.	1. Students construct a graph to demonstrate and self-assess strengths and weaknesses in academic performance and ability.

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2. The counselor will collect grades and completed graphs to be used in the next lesson.	2. Students turn in grades and completed graphs.

Teacher Follow-Up Activities

The counselor may need to follow up with an additional session to allow time for the completion of the graphs.

PLEASE NOTE: Be certain to address confidentiality of data. All data, including graphs, should be kept confidential as would be done with a test taken in the classroom. Students may, however, volunteer to share.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: My Path to Success

Lesson Title: Analyzing My Path to Success **Lesson** 2 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Graphs from previous lesson

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.	1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.	2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Following summarization, students will write a *So What* paragraph… I know more about my strengths, weaknesses and trends. So *What*? What do I need to do to attain my goals?	3. Student will continue above entry with *So What* paragraph.
4. The counselor collects and secures grades	4. Students submit their personal grades,

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and files the completed graphs and journal entries in the students' career folders.	completed graphs, and journal entries to counselor.

Teacher Follow-Up Activities

The teacher may review student journals and graphs.

Counselor reflection notes (completed after the lesson)

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self-efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: My Path to Success In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does my current academic performance affect later career and education choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.		AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.		SL.6-8.1 SL.6-8.2 SL.6-8.5 L.7.3	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 3
2. The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.		AD.6.A.07		WHST.6-8.4 L.7.1 L.7.2 L.7.3 L.7.5 L.7.6	AD B	Level 3

ASSESSMENT DESCRIPTIONS*:

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential __X__ Independent study _____ Interactive Instruction
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X__Reflective Discussion (Ls. 1, 2) _____ Writing to Inform _____ Concept Formation ___X__ Concept Mapping (Ls. 1) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys ___X__ Charting/Graphing (Ls. 1)	_____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 2) _____ Learning Logs ___X__ Reports (Ls. 2) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Planning for Life **Grade Level:** 8

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

- Student Career Folder
- *Career Clusters Sheet*
- *High School Vocabulary Sheet*
- High School Students/Mentors to perform Pitfalls Skit
- Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

- Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
- *High School Vocabulary Sheet*
- *Career Clusters Sheet*
- My Chosen Career Cluster Plan of Action Template and Sample
- Paper and Writing Instrument

Lesson 3: My Four to Six Year Plan (My Personal Plan of Study)

Materials/Special Preparations Required:

- District Graduation Requirements
- District A+ Planner
- District 4-Year Plan Template (Personal Plan of Study)
- District Course Descriptions
- *High School Vocabulary Sheet*
- *Career Clusters Sheet*
- High School Students/Mentors,
- Completed Student Career Folders
- Teacher Recommendations
- Paper and Writing Instrument

Missouri Comprehensive Guidance Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.08: Recognize the importance of an educational plan. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):

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Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does academic performance affect later career/education choices?

Unit Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with the chosen cluster. The student will complete a personal plan of study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching) ____ Indirect

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____ Experiential
_X_ Independent Study (Journals; Learning Activity)
__X_ Interactive Instruction (Role Playing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a personal plan of study.

Brief Summary of Unit:

In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc.

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career clusters, graduation requirements and basic requirements for any post-secondary plans.

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Unit # 1 Title: Planning for Life

Lesson Title: Finding My Career Direction **Lesson:** 1 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a personal plan of study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

High School Vocabulary Sheet
Career Clusters Sheet
High school students/mentors to perform Pitfalls Skit
Student Career Folder
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will write a journal entry about the career cluster of his/her choice.

Lesson Preparation

Essential Questions:

What special vocabulary will I need to know in high school and in the world of work?
To what extent do choices made and opportunities missed or taken impact short and long-term goals?
How does academic performance affect later career/education choices?

Engagement (Hook):

High school students perform skit Pitfalls

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. High school students, serving as mentors, will perform a skit entitled Pitfalls.	1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.
2. Distribute High School Vocabulary Sheet.	2. Students review and discuss their understanding of the High School Vocabulary Sheet.
3. Counselor distributes and reviews the career clusters sheet and discusses post-secondary options.	3. Students discuss the career clusters and post-secondary options.
4. Counselor provides assistance and answers questions that students may have about choosing a career cluster.	4. Students use the knowledge they have acquired to choose a career cluster that aligns with their current interests.

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5. Counselor instructs students to write a journal entry personalizing the career cluster activity.	5. Students write a journal entry personalizing the career cluster activity.

Teacher Follow-Up Activities

All student work should be filed in student's career folder or portfolio (or teacher identified filing process) for future use.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

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Pitfalls

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry…in high school!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7th grade math instead of pre-algebra….and that meant I had to take pre-algebra as an 8th grader….and so on! Next year, as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman. Now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take…..just seeing where they happened to end up?

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Student 2: I'm telling all my younger cousins and my little sister that planning is essential….and that what you do in middle school really ***can*** effect high school…even college!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry…in fact I'm headed to see the counselor right now! Dual enrollment, huh?…….

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Unit # 1 Title: Planning for Life

Lesson Title: Mapping My Career Direction **Lesson:** 2 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
High School Vocabulary Sheet
Career Clusters Sheet
My Chosen Career Cluster Plan of Action Template and Sample
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally

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		6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with that choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will write a paragraph identifying the career cluster of his/her choice and a plan to reach his/her career goal.

Lesson Preparation

Essential Questions:

How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?

Engagement (Hook):

Visit from high school counselor for a get acquainted time. (5-10 min.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Middle school counselor will introduce high school counselor(s).	1. Students become acquainted with and have an opportunity to ask questions of the high school counselor.
2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.	2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study.
3. Counselor assists students in completing the *Choosing My Career Cluster* worksheet.	3. Students use the information from their career portfolios to complete the *Choosing My*

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	Career Cluster.
4. Counselor will lead a discussion regarding successful performance in classes.	4. Students will show their understanding of the importance of succeeding in classes through class discussion
5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.	5. Students will write a paragraph describing their career cluster choice.

Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.

Counselor reflection notes (completed after the lesson)

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

____Health Services_____

The Career I think I would like….

____Registered Nurse (B.S.N.)_____

The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK	2 YEAR/VOCATIONAL SCHOOL	4 YEAR COLLEGE
_____	_____	University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. Anatomy & Physiology
9. _____
10. _____

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

_____

The Career I think I would like….

_____

The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK	2 YEAR/VOCATIONAL SCHOOL	4 YEAR COLLEGE
_____	_____	_____

_____
Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

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Unit # 1 Title: Planning for Life

Lesson Title: My Four to Six Year Plan (My Personal Plan of Study) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: 30 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

High School Students/Mentors
Student's Completed Career Folder
District 4-Year Plan Template (Personal Plan of Study)
District Graduation Requirements
District Course Descriptions
District A+ Planner
Career Cluster Sheet
Teacher Recommendations
High School Vocabulary List
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will complete a Personal Plan of Study and a journal entry about his/her educational and career goals.

Lesson Preparation

Essential Questions:

What plans do I need to make to reach my career goals?

What classes will I need to take in high school to follow my chosen career cluster?

Engagement (Hook):

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.	1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.
2. Counselor facilitates students' review of their career portfolios/folders, including	2. Students review their career portfolios and use the information to assist them in

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interest inventories, self-evaluations, graphs, and teacher recommendations for classes.	developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.
3. Counselor goes over personal plan of study step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.	3. Students work toward completion of their plan.
4. Counselor instructs students to write a journal entry for their career folder regarding their goals and personal plan of study.	4. Students write a journal entry for their career folder e.g.: "My hopes for my future."

Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.
The counselor may choose to invite the high school mentors back if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student's completed plans and address transition into the high school.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Planning for Life In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does academic performance affect later career/education choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a journal entry about one career cluster that matches his/her interests.		AD.6.A.08: Design a Personal Plan of Study		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes which correspond with the chosen path.		AD.6.A.08		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1	AD B	Level 4

				L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6		
3. The student will complete a personal plan of study.		AD.6.A.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

The student will complete a personal plan of study.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct _____ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture ___X__ Explicit Teaching	_____ Problem Solving _____ Case Studies	_____ Field Trips _____ Narratives	_____ Essays _____ Computer Assisted	_____ Debates __X_ Role Playing (Ls. 1)

	(Ls. 1) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Instruction __X__ Journals (Ls. 1, 2, 3) _____ Learning Logs _____ Reports __X__ Learning Activity Packages (Ls. 2, 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: My Personal Plan of Study **Grade Level:** 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

- School course description books or enrollment guides
- High school graduation requirements
- List of graduation requirements
- Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

- Copy of students' transcripts
- Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.
- High school course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

- Individual Students Portfolios, including Personal Plan of Study
- High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

- Speakers or representatives from a Career Education Center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

- ACT Test Dates and ACT Information
- ACT Prep Classes Information
- Visitation Dates for Post-Secondary Options
- Literature for Education/Training Options
- Career Fair Dates
- ASVAB Test Dates
- PSAT Dates
- Dual Enrollment Information
- College Day Visitation Information

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Information on Credit Recovery

Grade 12
Lesson #6: Assessing Personal Plan of Study for Life-Long Learning
Materials/Special Preparations Required:
Worksheet titled Personal Plan of Study Review for Seniors
Personal Educational Plan Portfolios/4 year plan

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6 Developing and Monitoring Personal Plan of Study.

Grade Level Expectations (GLEs):
AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of informati0n and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on ones own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.
The student will compute his/her individual GPA.
The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise personal plan of study to determine career path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Lecture; Explicit Teaching; Compare &Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

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_X_ Indirect (Problem Solving)
_X_ Experiential (Simulations; Surveys)
_X_ Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
_X_ Interactive Instruction (Peer Partner Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Brief Summary of Unit:

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Graduation Requirements **Lesson:** 1 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.09: Monitor and revise a Personal Plan of Study

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

School course descriptions books or enrollment guides
Graduation requirements from book
List of graduation requirements
Handout titled: *Graduation Requirements Review*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will analyze and assess graduation requirements by completing the ***Graduation Requirements Review*** activity sheet and through class discussion.

Lesson Preparation

Essential Questions:
Why am I attending high school? What will I need to do in high school to reach my goals?

Engagement (Hook): The counselor will wear or carry in a graduation cap.
Can you graduate by _____? How do you know?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**
1. Hand out course description books or enrollment guides. Give instructions on completing *Graduation Requirements Review*."	1. Students will review the course description to complete the *Graduation Requirements Review* activity sheet. (Suggestions include dividing students into groups of 5-6 to complete the activity sheet or students complete the activity sheet in a large group with counselor's review on SMART Board. Students may complete activity sheet individually using course description/enrollment guide.)
2. Counselor will facilitate discussion that reflects student answers.	2. Students explain answers from their completed activity sheet.
3. Counselor discusses requirements for the next year	3. Students have opportunity to ask questions

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Teacher Follow-Up Activities

Suggest to teachers to remind students of prerequisite classes. Teachers could ask students how many credits/courses they need of the class they are in to graduate.

Counselor reflection notes (completed after the lesson)

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Graduation Requirements Review

1. _____ is the number of credits required to graduate from _____.
(my high school)

2. _____classes include English, math, science, social studies.

3. _____ is an example of the practical arts.

4. An example of the fine arts is _____.

5. How many physical education classes are required for graduation? _____

6. G.P.A. is the acronym for _____.

7. When does the calculation of your high school G.P.A. begin? _____

8. What does class rank mean? _____

9. High School Transcripts begin with courses at the _____ grade level.

Printed name

_____

First MI Last

_____

Signature

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Unit #1 **Title:** My Personal Plan of Study

Lesson Title: Evaluating Transcripts **Lesson:** 2 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.09: Monitor and revise Personal Plan of Study

American School Counselor Association National Standard (ASCA):
Academic Development Standard
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Copies of students' transcripts
Whiteboard, SMART Board, other means to display formula for GPA including values of letter grades
High school course description book or enrollment guide for class point values.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Use technological tools and other resources to locate, select and organize information 5. Evaluate the accuracy of information and the reliability of its sources
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
	Communication Arts	
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will compute his/her individual GPA.
The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will review transcripts and compute individual Grade Point Averages.

Lesson Preparation

Essential Questions:

How will I keep track of my progress in school? What information will follow throughout my life?

Engagement (Hook):

What does your transcript say about you? How does your GPA impact graduation requirements?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Distribute students' copies of transcripts and Personal Plan of Study begun in 8th grade.	
1. Explain purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.	1. Students will use the course description book or enrollment guide and transcript for computation of GPA. Students locate their class ranking, GPA, and credits earned.
2. Discuss other information your high school includes on personal transcripts.	2. Students will discuss any other information on their transcripts.
3. Explain that there are times students need	3. Students will practice calculating GPA's

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to calculate their GPA's on their own (e.g. to verify accuracy). Use the transcript to show students how to compute GPA's.	by using their own grades.
4. Ask students to review their transcripts and Personal Plan of Study and what they need to do to continue progress toward post-secondary goals	4. Student reviews Personal Plan of Study and revise, where necessary.

Teacher Follow-Up Activities

Encourage teachers to have students compute GPA's after each grading period. Teachers could have students keep a grade log sheet in their class.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Review and Revision of My Personal Plan of Study **Lesson:** 3 of 6

Grade Level: 10 **Length of Lesson:** 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for lifelong learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Portfolios, including Personal Plan of Study.
Course description books or enrollment guides

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Reason inductively from a set of specific facts and deductively from general premises 5. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise Personal Plan of Study to determine career cluster and related coursework.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Revisions of students' Personal Plan of Study, based on their use of their freshman year grades and course description booklets

Lesson Preparation

Essential Questions:

How does your Personal Plan of Study reflect your life/career/educational goals?

Engagement (Hook): Imagine we are 5 years in the future. Where do you live? What are you doing? What did you have to do to get where you are?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Hand out students' Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades. First semester grades may need to be provided.	1. Students will review and rethink plans and revise based on changing interests and 1st semester grades.
2. Ask students to identify the career cluster that they are following and divide students into small groups by career clusters.	2. In their groups, have the students review the course selections of their career cluster for the next 3 years by using high school course description books or enrollment guides.
3. Counselor should monitor/review the students' revisions with them.	3. Students will revise information on their Personal Plan of Study, sign and date changes.

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4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans…file one; return other to student.	4. Students hand in Personal Plan of Study and description course books.

Teacher Follow-Up Activities

Have student write an essay/term paper on career choices or educational goals.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Career Resources **Lesson** 4 of 6

Grade Level: 10

Length of Lesson: 50-60 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Speaker or representative from a Career Education Center. Career Center sample applications for training programs and other post-secondary options.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussion of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete one or more sample application(s) for post-secondary programs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students planning to attend a career center will apply by the announced deadline.
The student will complete an application form for one or more post-secondary options.

Lesson Preparation

Essential Questions:
How do I get technical/career skills? What if I don't want to attend a four-year college? What is career education?

Engagement (Hook): Is Career Education Center for you? If so, what would that future experience look like for you? If not, how might it look for someone else?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will introduce speaker/ representative from a Career Education Center.	1. Students will welcome the speaker.
2. Speaker or representative from a Career Education Center shares information about the center.	2. Students listen to the presentation about vocational/technical institutes and ask questions.
3. The counselor shares Career Center sample applications for training programs and other post-secondary options.	3. Students will review information to make decisions in regards to making post-secondary choices or researching their options.
4. The counselor instructs students to complete	4. Students complete one or more

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one or more applications.	applications.

Teacher Follow-Up Activities

Teachers are encouraged to announce application deadlines for vocational technical institutes.
Teachers are encouraged to recommend students who may need a vocational assessment.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Evaluating and Revising the Personal Plan of Study **Lesson:** 5 of 6

Grade Level: 11

Length of Lesson: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):
AD.6.A.11: Evaluate and revise Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

ACT Test Dates and ACT Information
ACT Prep Class Information
Visitation Dates for Post-Secondary Options
Literature for Education/Training Options
Career Fair Dates
ASVAB Test Dates
PSAT Dates
Dual Enrollment Information
College Day Visitation Information
Information on Credit Recovery

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examines problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will establish an individual calendar of important dates and activities related to his/her Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The students will select events to attend that support their Personal Plan of Study.

Lesson Preparation

Essential Questions:

How do you revise your **Personal Plan of Study** for life-long learning?

Engagement (Hook):

Do you need to change your Personal Plan of Study? Show students their credit study sheets.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Present calendar with information on upcoming events for 11th grade students.	1. Students will participate or sign up for upcoming events that are of personal interest.
2. Encourage students to gather information materials when they participate in events.	2. Students will review the materials and make note of information to remember.

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3. Explain credit reviews and Personal Plan of Study meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit reviews and plan revisions.	3. Students will review the process for making appointments. They will schedule an appointment with counselor.
4. Counselor instructs students to include the dates of at least three important events in their planners.	4. Students record the dates of at least three important events in their planners.

Teacher Follow-Up Activities

The teacher will follow up and reinforce the information shared during the session.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Assessing Personal Plan of Study for Life-Long Learning **Lesson:** 6 of 6

Grade Level: 12

Length of Lesson: 30-35 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Worksheet titled *Personal Plan of Study Review for Seniors*
Personal Plan of Study/Portfolios

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will review and revise their Personal Plan of Study and write letters to their future selves.

Lesson Preparation

Essential Questions:

Have you implemented your Personal Plan of Study necessary for life-long learning? Are you educationally prepared to go on beyond high school?

Engagement (Hook):

What have you accomplished to date? Has your Personal Plan of Study helped you to further your educational goals? (Use credit study review)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will discuss the value of present and future personal plan of study and goals with students.	1. Students will review and reflect on the development and appropriateness of their plans.
2. The counselor will pass out *Personal Plan of Study Review for Seniors* and give instructions for completing it.	2. The students will complete *Personal Plan of Study Review for Seniors* worksheet after instructions are given. Students will discuss the information on their *Personal Plan of Study Review for Seniors* worksheet.
3. After the worksheet is completed the counselor will ask students to rethink and	3. Students will write a letter to themselves. Letters include reflections about benefits of

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revise life-long learning plans.	planning for the future and reminders of life goals established at the end of high school.
4. Counselor will arrange for letters to be mailed in 5 years.	4. Stamped self addressed letters will be given to counselor for mailing in 5 years.

Teacher Follow-Up Activities

Collect *Personal Plan of Study Review for Seniors* worksheets that were not completed during the session.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Review for Seniors

Name
_____

_____
Address Phone number

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

   a. trade/technical school _____.
   (trade certificate or other certification)

   b. military _____.

   c. two year college _____.
   (certificate or associates degree)

   d. four year college/university _____.
   (degree)

   e. on-the-job training _____.
   (type of training)

   f. go directly into the work force _____.
   (type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion

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3. What elective was the most valuable to your learning experience during your high school career?

4. List your extra-curricular activities in high school.

5. Have you participated in a vocational/technical program? (circle) Yes No
   If yes, what program? _____

6. I attend high school as a senior (circle) part-time full-time

7. What financial resources have you obtained to further your educational goals? (Circle all that apply.)
   A. A+
   B. Scholarship(s)
   C. Loan(s)
   D. Grants
   E. Job/support
   F. Savings
   G. Parental support

8. Rate your experience with the guidance/counseling department by circling one of the following: Satisfactory Unsatisfactory

   Comments:

9. Suggestions for improvement of learning, counseling, and administration at the high school level.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: My Personal Plan of Study Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12th grade, plans will have been revised and fully implemented for lifelong learning.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30-50 minutes each
ESSENTIAL QUESTIONS: 1. What happens if I change my goals?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will complete *Graduation Requirements Review* activity sheet.		AD.6.A.09: Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B. Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete "Personal Plan of Study Review for Seniors".		AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential

	__X___ Independent study __X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview __X____ Lecture (Ls. 4) __X____ Explicit Teaching (Ls. 1,2,4,5) _____ Drill & Practice __X____ Compare & Contrast (Ls. 1) _____ Didactic Questions __X____ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	__X___Problem Solving (Ls. 1,2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __X___ Surveys (Ls. 6)	_____ Essays _____ Computer Assisted Instruction __X___ Journals (Ls. 6) _____ Learning Logs _____ Reports __X___ Learning Activity Sheets (Ls. 2,3,6) _____ Correspondence Lessons __X___ Learning Contracts (Ls. 5) _____ Homework __X___ Research (Ls. 1,3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __X___ Peer Partner Learning (Ls.1,3) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf