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| 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 | |
| “ <i>The Things I learned before Kindergarten at _____.</i> ” Activity Sheet | |
| Crayons/markers | |
| Lesson # 2: Life in Kindergarten | |
| Materials/Special Preparations Required | |
| 3 puppets | |
| <i>The things I've learned in Kindergarten To Be Successful</i> 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. |

| | | |
|---|---------------------------|--|
| | 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:

Direct (Compare & Contrast)
 Indirect (Reflective Discussion)
 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)

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| 4 Puppets Student activity sheet. <i>Things I learned before Kindergarten at _____</i> . Crayons/markers |
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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 |
| 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 |
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| X | Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions. |
| | Science |
| X | Health/Physical Education 2. Principles and practices of physical and mental health |
| | 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 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

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| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 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? 2. Counselor will ask students to respond to the following: <ol style="list-style-type: none"> a. Stand up if you went to preschool. | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers. 2. Students stand up based on their previous learning experiences. After each request students will sit down. |
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| <p>Then instruct students to sit down.</p> <ul style="list-style-type: none">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. <p>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).</p> <p>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.</p> | <p>3. Students will draw pictures of two things they did or two expectations during their previous learning situation.</p> <p>4. Students will complete their drawings and turn it in to the counselor.</p> |
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Teacher Follow-Up Activities

The teacher may want to review the students’ drawings of differences in experiences.

Counselor reflection notes (completed after the lesson)

The things I learned before Kindergarten at _____.

A large, empty rectangular box with a thin black border, intended for students to write their responses to the prompt above. The box is divided into two horizontal sections by a single line, with the top section being approximately one-third of the total height and the bottom section being approximately two-thirds.

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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)

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|---|
| 4 Puppets <i>“The things I’ve Learned in Kindergarten To Be Successful”</i> Activity Sheet. Crayons/markers |
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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 |
| 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 | |
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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 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

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| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor will review the information discussed in the last lesson. The counselor passes out <i>The Things I've Learned In Kindergarten to be Successful</i> Activity Sheet. Students will draw a picture of two things the teacher expects of them in Kindergarten. 2. When the activity sheet is completed the students will make a sharing circle in the middle of the room. Distribute activity sheets completed during lesson 1-<i>The Things I Learned Before Kindergarten</i>. Students will share their pictures and compare the difference between their previous learning experience and their | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. The students will complete their pictures about Kindergarten. 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. | teacher and/or counselor. |
| 3. The counselor will collect the pictures and discuss them with the classroom teacher. | |

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)

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.

| <p>UNIT DESCRIPTION: Transition into Kindergarten</p> <p>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.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p> | | | | |
|---|--|---|----|---|--|---------|
| <p>ESSENTIAL QUESTIONS:</p> <p>1. How is being in kindergarten different from what you did last year? 2. How is kindergarten the same as last year?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLÉs | 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 |

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

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

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| 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>I am a First Grader</i> " | |
| 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)

| | |
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| 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 | |

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
- Indirect (Formation concept)
- Experiential
- Independent Study
- 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)

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| Large piece of bulletin board paper or two pieces of chart paper taped together Puppet Markers |
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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 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 |
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| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health |

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| | 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 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

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| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 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. 2. Counselor will ask students the following: <ol style="list-style-type: none"> 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. 3. Counselor will look at the completed body and discuss the ideas that were generated. | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. One student will need to lie on the paper so that the counselor can trace the student. 2. Students will raise their hands and share their responses. 3. Students will participate in discussion. |
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| <p>4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.</p> | <p>4. Student will share their individual ideas about 1st grade.</p> |
| <p>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.</p> | <p>5. Students respond or ask questions before ending the lesson.</p> |

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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| <p>Unit 1 Title: What do First Graders Look and Act Like?</p> <p>Lesson Title: “I am a First Grader” Lesson: 2 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.01: Identify increased school expectations.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
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Materials (include activity sheets and/ or supporting resources)

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| <p>Large drawing of a body profile from the previous lesson Markers or crayons Student Activity Sheet, “<i>I am a First Grader</i>”</p> |
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

| | |
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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 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 |
| 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. |

| | |
|--|--|
| 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)

Name: _____ Date: _____

“I am a First Grader”

What I think: _____

What I do: _____

How I feel: _____

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

UNIT RESOURCES:

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

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

| | |
|---|-----------------------|
| Unit #1 Title: 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: 1 st Quarter | |
| Lesson Titles: | |
| Lesson #1: 2 nd Grade Great Expectations | |
| Materials/Special Preparations Required | |
| 2 nd 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 2 nd 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 2 nd 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 |

| | |
|---|---|
| | 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:

- Direct (Compare & Contrast; Guided & Shared reading, listening viewing, thinking)
- Indirect (Writing to Inform; Concept Formation)
- 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

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

| |
|---|
| <p>Unit #1 Title: Great Expectations!</p> <p>Lesson Title: 2nd Grade Great Expectations Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.02: Develop strategies to meet increased school expectations.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>2nd Grade Expectations game cards (cut apart prior to lesson) Coloring materials provided by the students Chart paper, dry erase board, or chalk board</p> |
|--|

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 |

| | | |
|---|---------------------------|--|
| | | 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

| | |
|---|--|
| <p>Instructor Procedures/Instructional Strategies: <i>NOTE: The counselor will cut up the game cards from the game sheet before the lesson starts.</i></p> <ol style="list-style-type: none"> Counselor shares with the students that they are going to play the 2nd Grade Expectations ... game. 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 | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students sit in circle and participate in the game when selected. Students will review the use of the graphic organizer illustration. |
|---|--|

| | | | | |
|--|---|-------------------------------|--|-------------------------------|
| <p>lists into two sides (appropriate behavior and inappropriate behavior):</p> <p style="text-align: center;">2nd Grade Expectations</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>Appropriate Behavior</p> </td> <td style="width: 10%; border: none; text-align: center;"> </td> <td style="width: 40%; border: none; vertical-align: top;"> <p>Inappropriate Behavior</p> </td> </tr> </table> | | <p>Appropriate Behavior</p> | | <p>Inappropriate Behavior</p> |
| <p>Appropriate Behavior</p> | | <p>Inappropriate Behavior</p> | | |
| <p>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.</p> <p>4. After all cards are drawn the counselor will review the behaviors, which were appropriate and or inappropriate with the students.</p> <p>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.</p> | <p>3. Students will play the game and decide which behaviors are appropriate or inappropriate 2nd grade expectations.</p> <p>4. The students will discuss why behaviors are appropriate or inappropriate.</p> <p>5. Students will participate in the conclusion of the lesson.</p> | | | |

Teacher Follow-Up Activities

Teacher will review the chart and reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

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. |

| |
|--|
| <p>Unit #1 Title: Great Expectations!</p> <p>Lesson Title: I am Proud To Be 2nd Grader Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.02: Develop strategies to meet increased school expectations.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Student Activity Sheet <i>I'm Proud To Be a 2nd Grader</i> Coloring materials provided by the students Chart paper from the last class</p> |
|--|

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

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers |
| | <p>Goal 2: Communicate effectively within and beyond the classroom</p> |
| X | <p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 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 | |

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

| | | | | |
|--|-------------------------|---------------------------|---------------------------|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <p>1. Review chart below.</p> <p style="text-align: center;"><u>2nd Grade Expectations</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 5px;">Appropriate Behavior</td> <td style="border-left: 1px solid black; border-right: 1px solid black; width: 1px;"></td> <td style="text-align: center; padding: 5px;">Inappropriate Behavior</td> </tr> </table> <p>2. After reviewing the chart the counselor will hand out the student activity sheet, <i>I'm Proud To Be a 2nd Grader</i>. Counselor will</p> | Appropriate Behavior | | Inappropriate Behavior | <p>Student Involvement/Instructional Activities:</p> <p>1. Students will review the illustration.</p> <p>2. Students will complete the activity sheet.</p> |
| Appropriate Behavior | | Inappropriate Behavior | | |

| | |
|--|--|
| <p>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.</p> <p>3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules.</p> <ol style="list-style-type: none"> Take turns Share ideas responsibly. Listen respectfully to others' ideas. <p>4. The counselor asks each group to share some of the ideas discussed in the small groups <i>I Am Proud To Be a 2nd Grader</i>.</p> <p>5. The counselor will collect the sheets and share them with the classroom teacher.</p> | <p>3. Students will divide into small groups and discuss ideas (following the group rules) about ways to demonstrate 2nd grade pride.</p> <p>4. Students share ideas with the class.</p> <p>5. The students turn in their activity sheets to the counselor.</p> |
|--|--|

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.

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

| <p>UNIT DESCRIPTION: Great Expectations!</p> <p>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.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 30 minutes each</p> | | | | |
|---|--|--|----|--|---|----------------|
| <p>ESSENTIAL QUESTIONS:</p> <p>1. How is your life different as you get older?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| <p>1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.</p> | | <p>AD.5.A.02: Develop strategies to meet increased school expectations.</p> | | <p>RF.2.3 RF.2.4 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</p> | <p>AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</p> | <p>Level 3</p> |

| | | | | | | |
|--|---|------------------|--|--|--------------|----------------|
| <p>2. The student will write a sentence and draw a picture of what these strategies are.</p> | | <p>AD.5.A.02</p> | | <p>RF.2.3 RF.2.4 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</p> | <p>AD A.</p> | <p>Level 3</p> |
| <p>ASSESSMENT DESCRIPTIONS*:</p> <p>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.</p> | | | | | | |
| <p>Obj. #</p> | <p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> | | | | | |
| | <p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction</p> | | | | | |
| <p>1 2</p> | <p>See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grade</p> | | | | | |

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

| | |
|---|-----------------------|
| Unit #1 Title: How 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 3 rd 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 3 rd 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. |

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:

- Direct (Compare & Contrast; Demonstrations)
- Indirect (Reflective Discussion)
- Experiential (Role-playing)
- Independent Study
- 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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| <p>Unit #1 Title: How to Succeed in Third Grade</p> <p>Lesson Title: Acting Like a Third Grader (Part 1) Lesson: 1 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.03: Revise and practice strategies to meet increased school activities</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Chart paper and marker for chart paper. 4 hats with K, 1,2, and 3rd grade signs Activity Sheet - Skit Script Sheet and pencils</p> |
|--|

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

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> |
| | Goal 2: Communicate effectively within and beyond the classroom |
| X | <p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solve problems</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> |

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

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

| | |
|---|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will ask students how 3rd grade is going so far. What are the differences between 2nd grade and 3rd grade? 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 | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 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? Students will brainstorm expectations for 3rd grade. |
|---|---|

| | |
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| <p>ones that are new for 3rd grade. Some skills will be continued from grade to grade.</p> <p>3. You are going to be skit writers and actors. The counselor will divide students into small groups of 3 or 4 students.</p> <p>4. Before starting the counselor will review the rules for working in small groups.</p> <ol style="list-style-type: none"> a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member. <p>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.</p> <p>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.</p> | <p>3. Students develop a skit and then role-play situations they have observed in their third grade experience.</p> <p>4. Students will review the rules and discuss the importance of each rule.</p> <p>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.</p> <p>6. Students finish up their work in groups.</p> |
|--|---|

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements.

Counselor reflection notes (completed after the lesson)

Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:

Student:

Skit lines:

| |
|---|
| <p>Unit #1 Title: How to Succeed in Third Grade</p> <p>Lesson Title: Acting Like a Third Grader (Part 2) Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.03: Revise and practice strategies to meet increased school activities.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p>Chart paper with 3rd grade expectations from last session 1 hat – 3rd grade hat from last session Pencil Skit Script Activity Sheet</p> |
|---|

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

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> |
| | Goal 2: Communicate effectively within and beyond the classroom |
| X | <p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solve problems</p> |
| X | <p>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.</p> |

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

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

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

| | |
|---|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The counselor divides the students back into the same small groups of 3 or 4 students. 2. Before starting their group work the counselor will review the rules for working in small groups. <ol style="list-style-type: none"> a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member. d. Everyone is an important group member. 3. The counselor instructs each group to continue working on their skit and practicing their role-play. The counselor | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will prepare to continue their work in small groups. 2. Students will review the rules and discuss the importance of each rule. 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 |
|---|--|

| | |
|---|---|
| <p>helps supervise this process to give suggestions if needed.</p> <p>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.</p> <p>5. After each skit the counselor reviews the importance of the topic performed.</p> <p>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.”</p> | <p>what part and practice the skit.</p> <p>4. Students perform their skits.</p> <p>5. Students contribute ideas of why the expectation is important for 3rd grade students.</p> <p>6. The students bring themselves back to the present time and close the class with the counselor.</p> |
|---|---|

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)

Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:

Student:

Skit lines:

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 | | SUGGESTED UNIT TIMELINE: 2 Lessons | | | | |
|--|--|---|----|---|---|---------|
| 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. | | 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.3.4 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 3 rd graders to succeed. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect | | | | | |

| | | | | | |
|--|--|---|--|---|---|
| | <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: Lesson # 1: 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) | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1) <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| 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 | |
| <ul style="list-style-type: none"> <i>TIC TAC TOE Game Card</i> and crayons for each student Project or display example of <i>TIC TAC TOE Game Card</i> | |
| Lesson # 2: What’s In Your Bag? | |
| Materials/Special Preparations Required | |
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> 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 |

| | |
|---|--|
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information 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:

Direct (Guided & Shared-reading, listening, viewing, thinking)
 Indirect
 Experiential (Games)
 Independent Study
 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

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.

| |
|--|
| <p>Unit #1 Title: Fourth Grade Transitioning</p> <p>Lesson Title: Tic-Tac-Toe Do's and Don'ts Lesson: 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
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| <p>TIC-TAC-TOE Game Card Example of TIC-TAC-TOE Game Card SmartBoard Crayons for each student</p> |
|--|

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

| | |
|---|--|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p> |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> |
| X | <p>Goal 3: Recognize and solve problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p> |

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:

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|--|
| The student will identify four behaviors that are related to being successful in the fourth grade. |
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Lesson Formative Assessment (acceptable evidence):

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| <p>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.</p> |
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Lesson Preparation

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| <p>Essential Questions: What strategies will I need to be successful in fourth grade? How will these help me prepare for middle school?</p> <p>Engagement (Hook): Counselor makes the following statements:</p> <ul style="list-style-type: none"> • 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. <p>Then counselor asks: Who is doing the right thing? Who is not? Counselor announces the Tic-Tac-Toe game.</p> |
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Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|---|
| <ol style="list-style-type: none"> 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. 2. Counselor hands out the game cards to the students and lets them complete it. Counselor asks student volunteers to share answers. 3. Counselor displays game card on SmartBoard and discusses each item with the students. 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. | <ol style="list-style-type: none"> 1. Students receive <i>TIC-TAC-TOE Game Card</i> and complete it with 2 different color crayons. 2. Students look at the SmartBoard and check their <i>TIC-TAC-TOE Game Card</i>. Students discuss their answers with the counselor. 3. Students respond to counselor questions throughout the lesson. 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)

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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| <p>Unit 1 Title: Fourth Grade Transitioning</p> <p>Lesson Title: What's In Your Bag? Lesson: 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
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Materials (include activity sheets and/ or supporting resources)

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| <p>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.</p> <p>Paper and pencil for each group.</p> |
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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|---|--|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p> |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> |
| X | <p>Goal 3: Recognize and solve problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p> |

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:

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|--|
| The student will name five items to have at school and the reasons that each is appropriate. |
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Lesson Formative Assessment (acceptable evidence):

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| <p>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.</p> |
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Lesson Preparation

| |
|---|
| <p>Essential Questions: What strategies will I need to be successful in fourth grade? How will these help me prepare for middle school?</p> <p>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.</p> |
|---|

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 4 th grade |

| | |
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| appropriate for 4 th 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)

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

| <p>UNIT DESCRIPTION: Fourth Grade Transitioning</p> <p>Fourth grade students need a number of appropriate skills and behaviors in order to be successful.</p> <p>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.</p> <p>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.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 30 minutes each</p> | | | | |
|--|--|---|----|---|--|---------|
| <p>ESSENTIAL QUESTIONS:</p> <p>1. How can behaviors be appropriate or inappropriate?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will identify 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) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> 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? | | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared (Ls. 1) - reading, listening, | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share | |

| | | | | | |
|---|-------------------|---|--|--|--|
| | viewing, thinking | <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| <p>UNIT RESOURCES:</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p> | | | | | |

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|---|-----------------------|
| 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 5 th 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 - <i>Expectations and Skills Needed to be Successful in Middle School</i> | |
| Lesson 2: Middle School Here I Come! (Part 2) | |
| Materials/Special Preparations Required: | |
| Activity Sheet. - <i>Transition to Middle School</i> | |
| <i>Transition to Middle School</i> Instruction Sheet | |
| Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations. | |
| Activity Sheet - <i>Future Plan of Action</i> | |
| 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:

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| Why do we have certain memories? How are transitions associated with life? |
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Unit Measurable Learning Objectives:

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| <p>The student will have one successful opening of a combination lock.</p> <p>The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.</p> <p>The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.</p> <p>The student will develop a plan of action for one goal to accomplish before transitioning to middle school.</p> |
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Unit Instructional Strategies/Instructional Activities:

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| <p><input checked="" type="checkbox"/> Direct (Drill & Practice; Guided & Shared-reading, listening, viewing, thinking)</p> <p><input checked="" type="checkbox"/> Indirect (Reflective Discussion; Concept Formation)</p> <p><input type="checkbox"/> Experiential</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)</p> |
|--|

Unit Summative Assessment (acceptable evidence):

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| <p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students will learn to open a combination lock.</p> <p>Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.</p> |
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Brief Summary of Unit:

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| <p>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</p> |
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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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| <p>Unit #1 Title: Transitioning to Middle School</p> <p>Lesson Title: Middle School Here I Come! (Part 1) Lesson: 1 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
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Materials (include activity sheets and/ or supporting resources)

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| <p>Combination locks (toolbox, locker, etc.) Directions to open a combination lock (one for each group) Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i></p> |
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas 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.</p> |
| | <p>Goal 2: Communicate effectively within and beyond the classroom</p> |
| X | <p>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.</p> |
| X | <p>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.</p> |

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

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

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

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| <p>Instructor Procedures/Instructional Strategies:</p> <p>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?</p> | <p>Student Involvement/Instructional Activities:</p> <p>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.</p> |
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| <p>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?</p> <p>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).</p> <p>4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.</p> <p>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.</p> <p>6. The counselor will work with students as they complete the Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i>. He or she will highlight the key points as students rate themselves on each expectation/skill.</p> <p>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</p> | <p>2. Students identify reasons to be organized and have good self-management skills.</p> <p>3. The students use the directions given and open the lock. All groups should be able to do this.</p> <p>4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.</p> <p>5. Students participate in this discuss.</p> <p>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.</p> <p>7. Students will participate in the closing of the lesson.</p> |
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| continue to talk about transitioning during the next lesson. | |
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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.

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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| <p>Unit #1 Title: Transitioning to Middle School</p> <p>Lesson Title: Middle School Here I Come! (Part 2) Lesson: 2 of 2</p> <p>Note: For best results you may want to spread this lesson over 2 class sessions.</p> <p>Grade Level: 5</p> <p>Length of Lesson: 40-60 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p> |
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Materials (include activity sheets and/ or supporting resources)

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| <p>Activity Sheet. – <i>Transition to Middle School</i></p> <p><i>Transition to Middle School</i> Instruction Sheet.</p> <p>Provide written information about middle school and invite the middle school Counselor(s)/Teacher to talk with students about expectations.</p> <p>Activity Sheet - <i>Future Plan of Action</i></p> |
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>8. Organize data, information, and ideas into useful forms for analysis or presentation.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.</p> |
| | <p>Goal 2: Communicate effectively within and beyond the classroom</p> |
| X | <p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> |

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

| Academic Content Area(s) | Specific Skill(s) |
|--------------------------|-------------------|
| Communication Arts | |

| | | |
|---|---------------------------|---|
| | 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

| | |
|--|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <p>Note: Completing the activity sheet together will allow the counselor to assess the engagement of individual students.</p> <p>1. The counselor asks the students to share their thoughts and concerns about transitioning to middle school from the <i>Transition to Middle School</i> activity sheet. Use the <i>Transition to Middle School Instruction Sheet</i>.</p> | <p>Student Involvement/Instructional Activities:</p> <p>1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school.</p> |
|--|--|

| | |
|---|---|
| <p>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.</p> <p>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.</p> <p>4. At the end of class the counselor will have students complete the activity sheet - <i>Future Plan of Action</i> to set any goals they might need to complete before transitioning. Counselor encourages students to implement their <i>Future Plan of Action</i> as they continue to talk about transition to middle school.</p> <p>5. Counselor and students bring closure to the lesson by completing Section 7 of <i>Transition to Middle School</i> activity sheet and sharing 5th grade memories using large group process described in Section 1.</p> | <p>2. Students write down any questions or concerns they might have at the bottom of the activity sheet.</p> <p>3. Students will share their questions and concerns at this time.</p> <p>4. Students complete their <i>Future Plan of Action</i> activity sheet. Students will implement their plan of action.</p> <p>5. One student will share a 5th grade memory and then invite someone else to share a memory.</p> |
|---|---|

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)

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.

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. |

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. |

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?

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 |

| | | | | | | |
|---|--|------------------|--|--|-------------|----------------|
| <p>3. The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.</p> | | <p>AD.5.A.05</p> | | <p>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</p> | <p>AD A</p> | <p>Level 3</p> |
| <p>4. The student will develop a plan of action for one goal to accomplish before transitioning to middle school.</p> | | <p>AD.5.A.05</p> | | <p>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</p> | <p>AD A</p> | <p>Level 3</p> |
| <p>ASSESSMENT DESCRIPTIONS*:</p> <p>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.</p> | | | | | | |

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

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

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

| Academic Content Area(s) | Specific Skill(s) |
|---------------------------------|--|
| X Communication Arts | Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas. |
| X Mathematics | Data analysis, probability and statistics |
| Social Studies | |
| Science | |
| X Health/Physical Education | Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| Fine Arts | |

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

The student will complete the homework and activity log to compare how activities have changed from last year and will change again next year.

The student will write three transition goals and discuss them with their peers.

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Students will address transition from grade to grade by completing the *Homework Activity Log* and writing three goals for transitioning.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence the success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. Activity logs and related logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

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

The steps to solving a problem, analyzing information, setting goals and refining goals.

Vocabulary: Transition, Planners, Agenda, Rubric

| |
|--|
| <p>Unit # 1 Title: Great Expectations!</p> <p>Lesson Title: Sixth Grade is a Ball! Lesson: 1 of 2</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.06: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p>Soft Nerf-like Balls (11)</p> <p>Homework and Activity Log for each student (classroom teacher will distribute explain these logs to students the day before the lesson.)</p> <p>Student planners, agenda or assignment notebooks</p> <p><i>Planner Usage Rubric</i> (To be used as an assessment instrument periodically throughout the school term.)</p> |
|---|

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

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

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

| Academic Content Area(s) | Specific Skill(s) |
|--------------------------|--|
| Communication Arts | Writing formally (such as reports, narratives, essays) |

| | | |
|---|---------------------------|---|
| 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 |

| | |
|---|--|
| <p>engagement hook), the counselor will ask the students to describe what just happened.</p> <ol style="list-style-type: none"> 2. The counselor will have students complete the <i>Homework and Activity Log</i> and give them approximately 10 minutes to list several activities for each column. 3. The counselor will ask the students for examples of activities that were recorded on the <i>Homework and Activity Log</i>. The counselor will act as the recorder and list the activities that the students give on the board. 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. 5. The counselor will ask what students feel they will do differently next year. 6. The counselor will ask students what they could have done differently to alleviate problems. 7. The counselor will ask students to examine their logs and note where different choices are necessary. 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. 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 | <p>many balls to catch and keep moving.</p> <ol style="list-style-type: none"> 2. Students will complete <i>Homework and Activity Log</i>. 3. Students will report activities they listed on their <i>Homework and Activity Log</i>, noting time for each. 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. Students will share problems they had getting everything accomplished and discuss the previous year and next year. 6. Students will discuss strategies that would have alleviated the problems. 7. Students will examine their logs for specific problems and note where changes are needed. 9. Students will continue to work on planning. 9. Students discuss how to be a successful planner and how to adapt to the changes they will face during the next school year. |
|---|--|

| | |
|--|--|
| 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)

| |
|--|
| |
|--|

Instructional Activity 2_AD5-Gr6-7-Unit1-Lesson1x Page 5 of 6
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 | | | |

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:** _____

| | |
|--|-----------------------|
| 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)

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

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

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

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

| Academic Content Area(s) | Specific Skill(s) |
|---------------------------------|---|
| X Communication Arts | Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas |
| X Mathematics | Data analysis, probability and statistics |
| | Social Studies |
| | Science |
| X Health/Physical Education | Principles and practices of physical and mental health(such as personal health habits, nutrition, stress management) |
| | Fine Arts |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write three transition goals and discuss them with their peers.

Lesson Formative Assessment (acceptable evidence):

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

Have students turn in goal cards with three transition goals. Students should write on the back of their goal card how they plan to meet their goals.

Lesson Preparation

Essential Questions:
What is the process of transitioning and why is it important?

Engagement (Hook):
The counselor should enter the classroom acting in a disorganized manner. Prior to the lesson, the counselor will let the teacher know that class will begin with a demonstration of what it looks like to be disorganized. (Papers flowing out of books, arriving late, don't have the correct supplies for the lesson).

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| <p>1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room.</p> <p>2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.</p> <p>3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly. Adjustments may need to be made as they transition each year.</p> <p>The counselor will pose following questions.</p> <p>a) Do you use your planner? How often?</p> <p>b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them?</p> <p>c) For long-term assignments do you identify/list the steps to take to complete the assignments?</p> <p>4. The counselor will provide an index card for each student and instruct students to write three transition goals for next year. Remind students that goals need to be achievable, measurable, and fit a specific time frame for completion. The effective use of a planner may also be discussed.</p> <p>The counselor will ask students to think about how they can reach their goals (plan),</p> | <p>1. Students will orally state the organizational skills they noticed were missing.</p> <p>2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized.</p> <p>3. Students will have planners out and will critique (review) their own planner according to the questions being asked.</p> <p>4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner.</p> <p>Students will share goals with the rest of the class.</p> |

| | |
|--|---|
| <p>and who can help (resources). Remind students who successfully use their planners that maintaining effective use of the planner may be a goal. Students will then explain goals and action plans with their partner.</p> <p>5. Counselor will discuss transition goals and why they are needed.</p> | <p>5. Students will participate in the discussion of the need for transition goals.</p> |
|--|---|

Teacher Follow-Up Activities

All teachers will be made aware that each student has set a goal to improve or maintain use of his or her planner as an aid to succeeding as a student. (Some students may need only to maintain effective use of the planner.)

Suggestion:
Counselor can periodically check for use of planning strategies to accomplish goals before beginning guidance lessons.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how well they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ **Weeks Of:** _____
(School Counselor decides "Weeks Of")

| | 4 | 3 | 2 | 1 |
|---|--|---|---|--|
| Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed | Consistently has planner completed with all information | Usually has information with 1 or 2 components missing | Occasionally has the planner completed | Rarely has assignment notebook completed |
| Long-term assignments | Consistently has long-term assignments listed each day until due | Usually has long-term assignments listed at least 2 days before due | Has long-term assignments listed on 1 day before due or on due date | Rarely has long-term assignments recorded |
| Test dates | Consistently has test dates listed each day until test | Usually has test dates listed as least 2 days before test | Has test dates listed 1 day before test or on test date | Rarely has test dates recorded |
| Extracurricular Activities (if applicable) | Consistently has scheduled extracurricular activities recorded | Usually has scheduled extracurricular activities recorded | Occasionally has scheduled extracurricular activities recorded | Rarely has scheduled extracurricular activities recorded |
| Scheduled homework time | Consistently has scheduled homework time in planner | Usually has scheduled homework time in planner may be missing 1 or 2 days | Occasionally has scheduled homework time in planner | Rarely has scheduled homework time in planner |

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal plan of study.

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

| <p>UNIT DESCRIPTION: Great Expectations!</p> <p>Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process.</p> <p>Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. <i>Activity Logs</i> and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level.</p> <p>In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 50 minutes each</p> | | | | |
|---|--|---|----|--|--|-------------------------------|
| <p>ESSENTIAL QUESTIONS:</p> <p>1. How do people prepare for the unknown?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| <p>1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.</p> | | <p>AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.</p> <p>AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> | | <p>SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p> | <p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p> | <p>Level 4</p> <p>Level 3</p> |

| | | | | | | |
|--|---|------------------------|--|--|--------------|--------------------|
| | | | | 6.SP.1 6.SP.4 6.SP.5.a | | |
| 2. The student will write three transition goals and discuss them with their peers. | | AD.5.A.06 AD.5.A.07 | | W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2 | AD A AD A | Level 4 Level 3 |
| ASSESSMENT DESCRIPTIONS*: | | | | | | |
| Students will address transition by completing the <i>Homework Activity Log</i> and writing three goals for transitioning. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | | |
| 1 | See Lessons: | | | | | |
| 2 | Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized! | | | | | |

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

Unit 1 Title: Moving On...Transitioning to the High School

Grade Level: 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

District high school level course description book

High school graduation requirements

Extracurricular offerings

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

Pencil/paper or index cards for each student

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

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

District high school level course description book

High school graduation requirements

Extracurricular offerings

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

Core / Elective Activity Sheet

Checklist / Short Answer Questionnaire

Questions about High School Activity Sheet

Student questions from previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

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

American School Counselor Association National Standard (ASCA):

Academic Development

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

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

| | |
|---|--|
| X | 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 <i>Moving On Checklist</i> . 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:

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

Unit Summative Assessment (acceptable evidence):

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

Checklist/Short Answer Questionnaire (Found in Lesson 2)

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

Brief Summary of Unit:

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

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

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

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

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| District high school level course description book |
| High school graduation requirements |
| Extracurricular offerings |
| Props for Hook |
| Sample completed <i>Personal Plan of Study (Four Year Plan)</i> for all post secondary options |
| Pencil/paper/index card for each student |

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

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

Lesson Formative Assessment (acceptable evidence):

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

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

Lesson Preparation

Essential Questions:

How do you feel about new experiences?

Engagement (Hook):

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

| |
|---|
| <p>Unit # 1 Title: Moving On...Transitioning to High School</p> <p>Lesson Title: Options and Extras!!! Learn All About It! Lesson: 2 of 2</p> <p>Grade Level: 8</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5 Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.08: Identify the information and skills necessary to transition to high school.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

| | |
|--|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson. The counselor will have students open the course description book and discuss the differences such as core and elective | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will ask questions that arose during peer discussion. Students will use the <i>Core/Elective Activity Sheet</i> to identify courses required of all students and elective courses related to a |
|--|--|

| | |
|---|---|
| <p>credits, fine arts and practical arts. .</p> <p>3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).</p> <p>4. The counselor will distribute the <i>Moving On.....Transitioning to the High School Checklist</i>. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's <i>Personal Plan of Study</i>. Counselor will address additional questions during the individual meeting.</p> | <p>current career goal.</p> <p>3. Participate in discussion and ask questions as needed.</p> <p>4. Student will complete the worksheet <i>Moving On.... Transitioning to the High School Checklist</i>. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her <i>Personal Plan of Study</i>. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her <i>Personal Plan of Study</i>. Ideally, the students will involve his/her parents in this process.</p> |
|---|---|

Teacher Follow-Up Activities

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

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

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

Moving On...Transitioning to the High School Checklist

Read each statement below and mark the appropriate column.

1 = Yes

2 = No

3 = I need more information

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

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

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

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

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

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

Unit #1 Title: 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

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 |

| | |
|---|--|
| | <ul style="list-style-type: none"> 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 | <p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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:

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

Unit Measurable Learning Objectives:

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

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

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

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

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

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

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

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

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Materials needed for this activity include:</p> <ul style="list-style-type: none"> Trained mentors (Training should take place before activity) Paper, pen, flip charts, and markers. <i>Interview Guidelines</i> and <i>How Well Do You Know Your School?</i> |
|--|

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

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

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

Lesson Preparation

Essential Questions:

How will high school differ from middle school?

What is the process of transitioning and why is it important?

What are my feelings about going into high school?
Engagement (Hook):
 Mentors will share “If I knew then what I know now”- These could contain concerns, fears, suggestions, survival tips that would have helped them as freshmen.

Procedures

| 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. 2. Students are given <i>How Well Do You Know Your School?</i> Activity sheet. 3. Have student mentors interview freshmen using <i>Interview Guidelines</i> . 4. Discuss how mentors will be supportive. | 1. Students and mentors interact. 2. Students complete activity sheet and discuss with their mentor. 3. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted. 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)

Name _____

Date _____

Interview Guidelines

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

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

How Well Do You Know Your School?

1. What is the name of the school mascot?
2. What are the school colors?
3. What is the principal's name?
4. What is the name of the school newspaper?
5. Where is the school library located?
6. In what office can you find "lost and found" items?
7. What is the counselor's name?
8. Where is the counselor's office?

| |
|--|
| <p>Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels</p> <p>Lesson Title: Exploration of Post-Secondary Options Lesson: 2 of 4</p> <p>Grade Level: 10</p> <p>Length of Lesson: 55-70 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development</p> <ul style="list-style-type: none"> 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)

| |
|--|
| <p>Computer access for each student and/or several copies of college guides</p> <p>Alumni of your school</p> <p>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).</p> |
|--|

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

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p> |
| | Goal 2: Communicate effectively within and beyond the classroom |
| | Goal 3: Recognize and solve problems |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>8. Explore, prepare for and seek educational and job opportunities</p> |

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

| Academic Content Area(s) | | Specific Skill(s) |
|---------------------------------|---------------------------|--|
| X | Communication Arts | 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: <ul style="list-style-type: none"> • GPA • Class rank • ACT/SAT scores | 1. Students will brainstorm information a college or employer may require. |

| | |
|---|---|
| <ul style="list-style-type: none"> • High school curriculum • Extracurricular and community activities • Honors and awards earned • Work experience • Community service/volunteerism • Leadership positions • Essay • Resume <p>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.</p> <p>3. Counselors will help students to conduct a computer search of college/job requirements.</p> <p>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.)</p> <p>5. Collect, review and return essays.</p> | <p>2. Students will participate in discussion.</p> <p>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.</p> <p>4. Students will write an essay about their transitional needs.</p> <p>5. Students will turn in essays.</p> |
|---|---|

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)

| | |
|--|-----------------------|
| Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels | |
| Lesson Title: Get Set For College (Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4) | 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)

| |
|---|
| <p><i>Get Set for College Scavenger Hunt</i> activity sheet Pencil/pen <i>Get Set for College</i> ACT handout.” To obtain your free ACT <i>Get Set for College</i> handouts contact 1-319-337-1000 or download materials from http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</p> |
|---|

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

| | |
|---|---|
| X | <p>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</p> |
| | <p>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</p> |
| | <p>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</p> |

| | |
|---|--|
| | 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.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|---|
| <ol style="list-style-type: none"> 1. Counselor passes out <i>Get Set for College</i> brochures and Scavenger Hunt Activity to each student 2. Groups will report answers for the whole class 3. Students are instructed to identify their next step in college planning (e.g. college visit, college application). | <ol style="list-style-type: none"> 1. Students will work in pairs (or small groups) to complete the scavenger hunt. 2. Groups report answers and the rest of the class participates in discussion. 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)

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 Coyatte Ewing, Glendale High School, Springfield, Missouri

| | |
|--|-----------------------|
| Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels | |
| Lesson Title: 12 th 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)

| |
|--|
| <p>Students' Personal Plans of Study A list of your high school's graduation requirements. <i>Am I Ready...</i> Activity Sheet Pencil/pen</p> |
|--|

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

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

| | |
|--|---|
| | <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p> |
|--|---|

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

| 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: |
|--|--|
| <p>1. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have</p> | <p>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</p> |

| | |
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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 <i>Am I Ready...</i> activity sheet. | 2. Students, using their own personal information, will complete the <i>Am I Ready...</i> activity sheet. |
| 3. Instructor will hand out the <i>Am I Ready...?</i> activity Sheet. | 3. Students will complete the <i>Am I Ready...</i> 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)

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)

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

| <p>UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels</p> <p>This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.</p> | | <p>SUGGESTED UNIT TIMELINE: 4 (one lesson each for 9, 10, 11, and 12)</p> <p>CLASS PERIOD:</p> <p>9th grade lesson -55 to 70 minutes</p> <p>10th grade lesson-55 to 70 minutes</p> <p>11th grade lesson-55 to 70 minutes</p> <p>12th grade lesson-50 minutes per student</p> | | | | |
|---|--|--|----|--|--|----------------|
| <p>ESSENTIAL QUESTIONS:</p> <p>1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| <p>1. Each freshman student will meet with their mentor for the interview to complete and discuss the “How Well Do You Know Your School” worksheet and the interview guidelines worksheet.</p> | | <p>AD.5.A.09: Apply information and skills necessary to transition into high school.</p> | | <p>SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p> | <p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p> | <p>Level 3</p> |

| | | | | | | |
|---|--|--|--|---|--|----------------|
| <p>2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.</p> | | <p>AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.</p> | | <p>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</p> | <p>AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> | <p>Level 4</p> |
| <p>3. The student will complete the “Get Set for College” scavenger hunt and discuss with classmates.</p> | | <p>AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and</p> | | <p>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</p> | <p>AD C. Students will understand the relationship of academics to the world of work and to</p> | <p>Level 3</p> |

| | | | | | | |
|---|---|---|--|---|------------------------------------|---------|
| | | 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) | | | | | |

| | | | | | |
|------------------|---|---|---|--|---|
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 3 4 | See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist | | | | |
| 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 | | | | |
| | <u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 3) Didactic Questions Demonstrations (Ls. 2) Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,3,4) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls. 2) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers <input type="checkbox"/> Activity Sheet (Ls.4) | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls.2) <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1,2,3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls.1) <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Scavenger Hunt (Ls. 3) |

UNIT RESOURCES:

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

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