

<b>Unit #1 Title:</b> Skills for School Success	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of school year	
<b>Lesson Titles:</b>	
Lesson # 1 The Learning Book (Part 1)	
Materials/Special Preparations Required:	
<i>Learning Book</i> Activity sheet	
Crayons or colored pencils	
Picture cards	
Copy of <i>The Learning Song</i>	
Lesson # 1 The Learning Book (Part 2)	
Materials/Special Preparations Required:	
<i>Learning Book</i> Activity sheet (started in the previous lesson)	
Crayons or colored pencils	
Copy of <i>The Learning Song</i>	
Pictures of skills (6 cards)	
Scissors	
Stapler	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
AD.6: Developing and monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b>	
AD.6.A.K: Identify the skills needed to be a successful learner. (DOK Level -1)	
<b>American School Counselor Association (ASCA) National Standard:</b>	
Academic Development	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan	

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

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

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and

		artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Essential Questions:**

What does it look like to be a successful learner?  
What does success look like?

**Unit Measurable Learning Objectives:**

The student will create a *Learning Book* depicting five skills for learning.  
The student will learn and sing *The Learning Song*.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Explicit Teaching; Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect
- Experiential (Simulations)
- Independent Study (Learning Activity Packages)
- Interactive Instruction

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

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

The student will create a *Learning Book* depicting five skills for learning.

**Brief Summary of Unit:**

Students will review basic learning skills by making a book and singing *The Learning Song*.

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

Basic learning skills

**Unit #1 Title:** Skills for School Success

**Lesson Title:** The Learning Book (Part 1) **Lesson:** 1 of 2

**Grade Level:** K

**Length of Lesson:** 30 minutes

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

**Grade Level Expectation (GLE):**  
AD.6.A.K: Identify the skills needed to be a successful learner.

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

**Materials (include activity sheets and/ or supporting resources)**

*Learning Book* activity sheet  
Crayons or colored pencils  
Picture cards (set of 6)  
Copy of *The Learning Song*

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

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

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will create a *Learning Book* depicting five skills for learning.

**Lesson Formative Assessment (acceptable evidence):**

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

The students will create a *Learning Book* about important skills needed to be a learner.

**Lesson Preparation**

**Essential Questions:**

What does a successful learner do?

**Engagement (Hook):**

“Today you’re going to pretend you are illustrators and make your own *Learning Book*. What do you think it is going to take to be an illustrator? Students will respond with follow directions, draw pictures, neat work and listen to the teacher. Ask the students to state what they think would be important skills to include in a *Learning Book*. The counselor will share the six picture cards (attached) and ask students if these would be important skills. Students will state why each skill is important.

1. Eyes on the speaker
2. Quiet feet, quiet hands (Quiet body in song)
3. Raise Hand
4. Quiet mouth
5. Use your ears

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. The counselor will hand out a <i>Learning Book</i> activity sheet to each student. The counselor will review the steps of making the book with the students:             <ol style="list-style-type: none"> <li>a. Draw pictures</li> <li>b. Color the pictures</li> <li>c. Cut the squares apart.</li> </ol>             Do not cut the squares apart until the pictures are complete.              Make the book by stapling pages together.           </li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. The students listen to steps.</li> </ol>
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<p>2. The counselor directs students to draw eyes in the square labeled <b>1. Eyes on Speaker</b>. Discuss why this skill is important. Assist those who are unable to follow directions.</p> <p>3. The counselor directs students to draw hands and feet in the square of their book labeled <b>2. Quiet Bodies</b>. Discuss why this skill is important. Give examples of ways to have quiet hands and feet in different situations (at your desk, at group time on the carpet, walking in the hall, etc.).</p> <p>4. The counselor directs students to draw a child raising his or her hand in square <b>3. Raise my hand</b>. Counselor assists those who are unable to follow directions.</p> <p>5. The counselor directs students to draw a face with a mouth closed in square <b>4. Quiet mouth</b>.</p> <p>6. Counselor directs students to draw a picture of ears in square <b>5. Use my ears</b>. The counselor asks, “Why is it important to listen when you are being a learner?”</p> <p>7. The counselors tell students they will color and cut out the book next class period.</p>	<p>2. Students will draw eyes in square 1. Students will raise their hand if they have questions.</p> <p>3. Students will draw hands and feet in square 2. Students give examples of using quiet hands and quiet feet.</p> <p>4. Students will draw a child raising his or her hand in square 3. Students will share ideas of when it is necessary to raise their hands.</p> <p>5. Students will draw a closed mouth in square 4.</p> <p>6. Students will complete the illustrations by drawing ears in square 5 and share ideas. (Example: It is important to be a good listener so you know what to do in class. So you can learn new things)</p> <p>7. The students will put their names on the activity sheet before turning it in.</p>
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**Teacher Follow-Up Activities**

Teacher will reinforce the skills introduced in the lesson and post the picture cards in the classroom.

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

## **The Learning Song**

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,  
Learn in school,  
Learn in school,  
This is how I learn in school,  
Every day.

This is how I learn in school,  
Eyes on speaker,  
Eyes on speaker,  
This is how I learn in school,  
Eyes on speaker.

This is how I learn in school,  
Quiet hands,  
Quiet feet,  
This is how I learn in school,  
Quiet bodies.

This is how I learn in school,  
Raise my hand,  
Raise my hand,  
This is how I learn in school,  
Raise my hand.

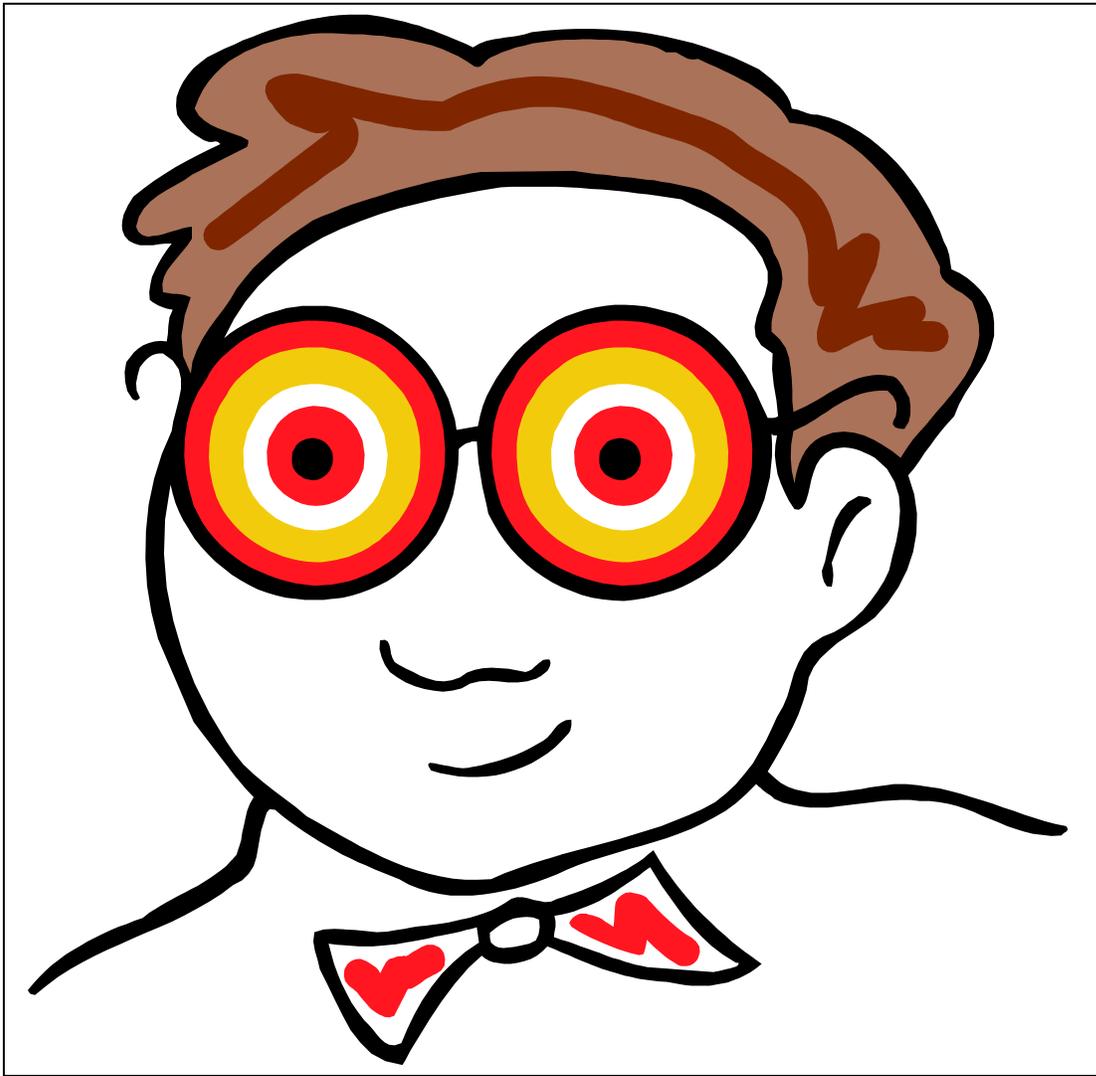
This is how I learn in school,  
Quiet mouth,  
Quiet mouth,  
This is how I learn in school,  
Quiet mouth.

This is how I learn in school,  
Use my ears,  
Use my ears,  
This is how I learn in school,  
Use my ears.

**Learning Book Activity Sheet**      Student's Name \_\_\_\_\_

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

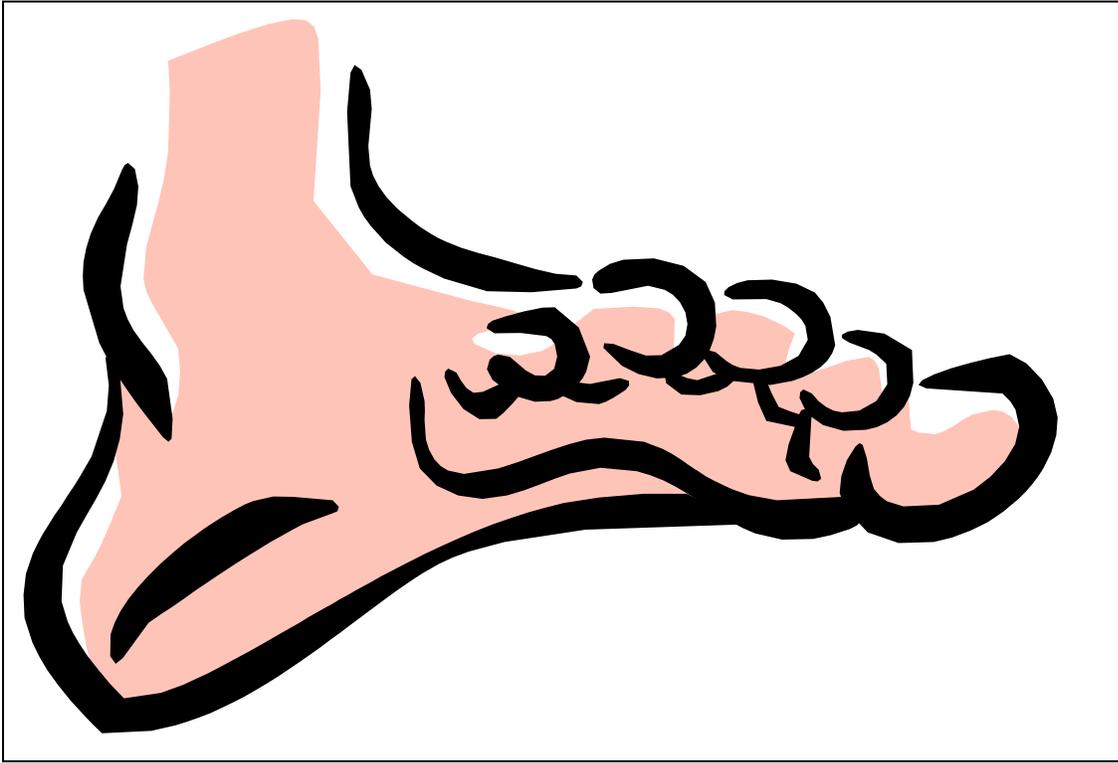
<p style="text-align: center;"><b>The Learning Book</b></p> <p>Name: _____</p>	<p>1. Eyes on speaker</p>
<p>2. Quiet body (hands and feet)</p>	<p>3. Raise my hand</p>
<p>4. Quiet mouth</p>	<p>5. Use my ears</p>



# Eyes on speaker



# Quiet hands



Quiet feet



# Raise your hand



Quiet mouth



Use your ears

<b>Unit #1 Title:</b> Skills for School Success	
<b>Lesson Title:</b> The Learning Book (Part 2)	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.K: Identify the skills needed to be a successful learner.	
<b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

<p><i>Learning Book</i> activity sheet (begun in Lesson 1) Crayons or colored pencils Picture cards (six cards) Copy of <i>The Learning Song</i> Scissors Stapler</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will learn and sing *The Learning Song*.

**Lesson Formative Assessment (acceptable evidence):**

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

**Assessment can be question answer, performance activity, etc.**

Students will state the learning skills in a song.

**Lesson Preparation**

**Essential Questions:**

What does a successful learner do?

**Engagement (Hook):**

The counselor enters the room singing the *Learning Song* to the tune of *London Bridge is Falling Down*.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. The counselor gives each student a copy of the song and teaches the words to the students.</li> <li>2. The counselor hands out the students' <i>Learning Book</i> activity sheet from the last lesson. The students are instructed to illustrate the cover of their Learning Books (upper left- hand square on the sheet) and then to get out their crayons or colored pencils to color their pictures.</li> <li>3. The counselor instructs students to follow the steps below.                             <ol style="list-style-type: none"> <li>a. Review the pictures they drew last session.</li> <li>b. Color the pictures.</li> <li>c. Cut the squares apart.</li> <li>d. Put the book together in order.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students sing the song with the counselor.</li> <li>2. Students get out the correct materials and illustrate the covers of their Learning Books.</li> <li>3. Students will follow directions, and raise their hand if they have questions.</li> </ol>

<p>4. When students raise their hands indicating they are finished with their books, the counselor staples the book together. Books will be kept in the classroom so that these books can be shared with the teacher and peers. Counselor will use books to reinforce the application of skills.</p> <p>5. The counselor closes the lesson by singing the <i>Learning Song</i> with the students.</p>	<p>4. Students will raise their hand indicating they are ready to complete their learning book.</p> <p>5. Students will sing the song. Students will take their books home after sharing them.</p>
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**Teacher Follow-Up Activities**

Teacher will reinforce the skills introduced in the lesson and review the *Learning Books* the students made. The teacher will be given a copy of the words to the song to help reinforce the lesson in the classroom throughout the week.

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

## **The Learning Song**

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,  
Learn in school,  
Learn in school,  
This is how I learn in school,  
Every day.

This is how I learn in school,  
Eyes on speaker,  
Eyes on speaker,  
This is how I learn in school,  
Eyes on speaker.

This is how I learn in school,  
Quiet hands,  
Quiet feet,  
This is how I learn in school,  
Quiet bodies.

This is how I learn in school,  
Raise my hand,  
Raise my hand,  
This is how I learn in school,  
Raise my hand.

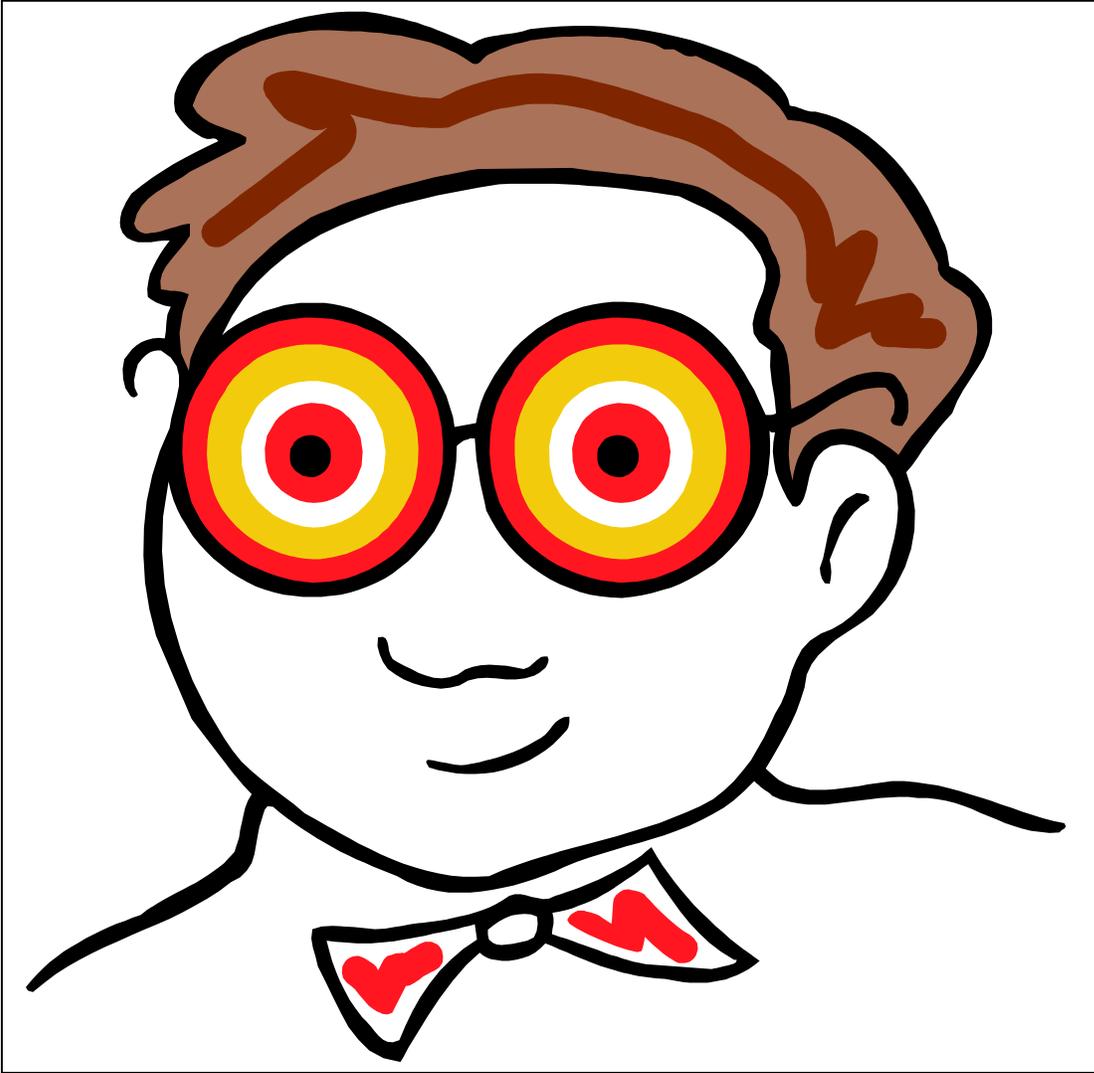
This is how I learn in school,  
Quiet mouth,  
Quiet mouth,  
This is how I learn in school,  
Quiet mouth.

This is how I learn in school,  
Use my ears,  
Use my ears,  
This is how I learn in school,  
Use my ears.

**Learning Book Activity Sheet**      Student's Name \_\_\_\_\_

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

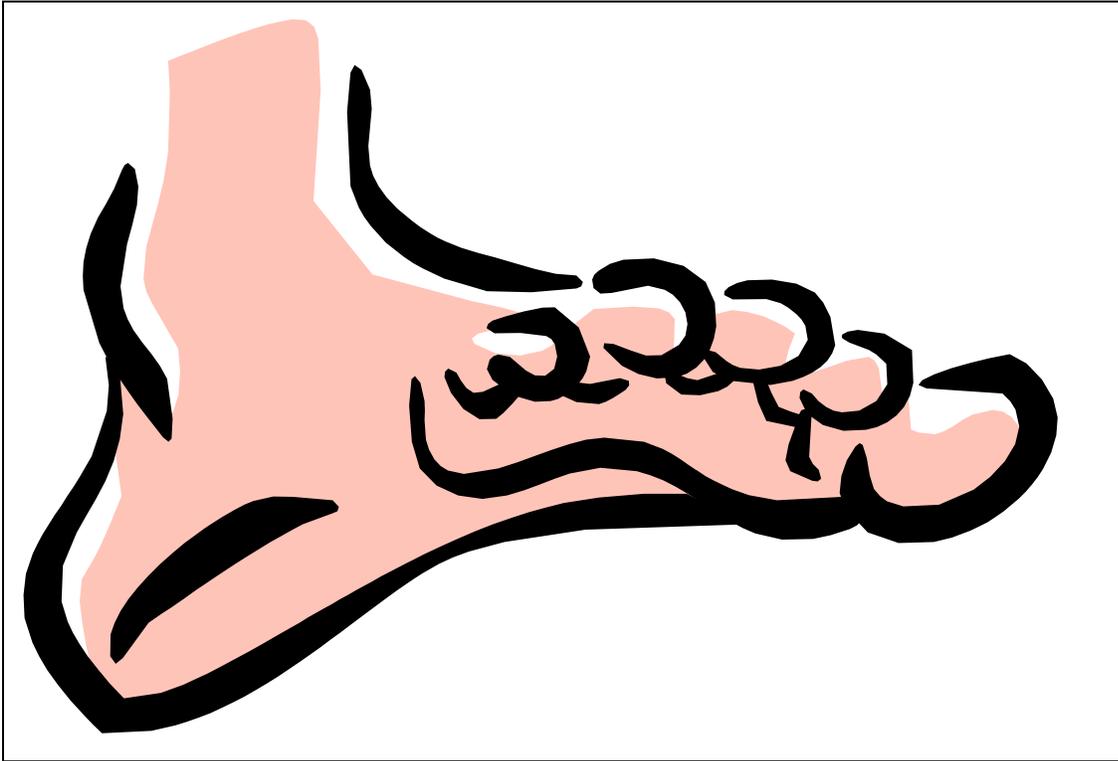
<p style="text-align: center;"><b>The Learning Book</b></p> <p><b>Name:</b> _____</p>	<p>1. Eyes on speaker</p>
<p>2. Quiet body (hands and feet)</p>	<p>3. Raise my hand</p>
<p>4. Quiet mouth</p>	<p>5. Use my ears</p>



# Eyes on speaker



# Quiet hands



Quiet feet



# Raise your hand



Quiet mouth



Use your ears

## **Academic Development**

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

### **Applying skills needed for educational achievement.**

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

### **Applying the skills of transitioning between educational levels.**

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

### **Developing and monitoring personal educational plans.**

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

<b>UNIT DESCRIPTION: Skills for School Success</b>		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons				
Students will review basic learning skills by making a book and singing <i>The Learning Song</i>		<b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>						
1. What does it look like to be a successful learner? 2. What does success look like?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will create a <i>Learning Book</i> depicting five skills for learning.		AD.6.A.0K: Identify the skills needed to be a successful learner.		RF.K.2 RF.K.3	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will learn and sing <i>The Learning Song</i> .		AD.6.A.0K.		RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4	AD A	Level 1
<b>ASSESSMENT DESCRIPTIONS*:</b>						
The student will create a <i>Learning Book</i> depicting five skills for learning.						

<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 1, 2) <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><b>Interactive Instruction</b></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
<b>UNIT RESOURCES:</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					

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

<b>Unit #1 Title:</b> Skills for School Success	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of School	
<b>Lesson Titles:</b>	
Lesson # 1: Body Basics	
Materials/Special Preparations Required:	
Lyrics to song	
Flash Card Pictures (One set for each pair of students.)	
Partnering Bracelets	
Song/Flash card sheet for each student	
Lesson # 2: The Envelope Guessing Game	
Materials/Special Preparations Required:	
Mystery envelopes containing pictures (One envelope per child)	
Partnering Bracelets (also used in Lesson 1)	
Scoring rubric for <i>Targeted Skills</i>	
Take-home activity sheet (includes directions for playing game)	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
AD.6: Developing and monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b>	
AD.6.A.01: Demonstrate the skills needed to be a successful learner. (DOK Level -2)	
<b>American School Counselor Association (ASCA) National Standard:</b>	
Academic Development Standard	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

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

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

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

**Unit Essential Questions:**

What does it look like to be a successful learner?  
What happens when we don't do what is expected?

**Unit Measurable Learning Objectives:**

The student will follow a visual instruction three times.  
The student will demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Explicit Teaching; Drill & Practice; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)  
 Indirect  
 Experiential (Games; Focused Imaging)  
 Independent Study  
 Interactive Instruction (Think, Pair, Share; Cooperative Learning)

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

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

**Lesson #1: Performance Task:** Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

**Lesson #2: Performance Task:** Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*.

**Brief Summary of Unit:**

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

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

Vocabulary: successful student

<b>Unit #1 Title:</b> Skills for School Success	
<b>Lesson Title:</b> Body Basics	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 30 Minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.01: Demonstrate the skills needed to be a successful learner.	
<b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

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

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

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will follow a visual instruction three times.

**Lesson Formative Assessment (acceptable evidence):**

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

**Performance Task:** Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

**Lesson Preparation**

**Essential Questions:**

What does it look like to be a successful learner?

**Engagement (Hook):**

Let's sing *London Bridge is Falling Down*. (Counselor leads students in singing.) Today we will learn new words to this song.

**Procedures**

**Instructor Procedures/Instructional Strategies:**

1. Counselor displays the flash cards for students to reference during teaching of song.
2. Counselor teaches students the *Body Basics* song. Make up actions for each part of song and use actions while singing. (Eyes on teacher could be making circles with finger and thumb and holding them up to eyes like glasses; Hands to self could be placing hands in lap; Crisscrossed legs could be rhythmically patting hands on knees with legs in crisscrossed position; and raise your hand and wait could be hand raised, etc.)
3. When students are able to perform song independently, counselor places partnering bracelets on students while they continue to

**Student Involvement/Instructional Activities:**

1. Students look at flash card pictures.
2. Students learn song, and sing. (Students perform actions for each part of song.)
3. Students sing while teacher is placing bracelets on their wrists.

<p>sing.</p> <p>4. Counselor instructs the students to find their partner, and sit with that partner. Students partner themselves by matching symbol bracelets.</p> <p>For example, students with stars on bracelets partner up and students with circles on bracelets partner up. For example, one partner will have a large symbol of a star and the matching student will have a small symbol of a star. Students will find their partners by matching symbols. After completion of flash card set, the students will switch roles.</p> <p>5. Counselor passes out the flash cards. (One set for each pair of students.)</p> <p>6. Teacher says, “Hold up the flash card titled <i>Eyes on Teacher When She Talks</i>. What do we look like when we remember eyes on teacher?”</p> <p>7. Counselor proceeds in the same manner with subsequent cards, saying, “What does ‘hands to self’ look like? What does ‘raise your hand’ look like? What do ‘crisscrossed legs’ look like?”</p> <p>8. Counselor instructs student with larger symbol to pass the flash cards to partner with smaller symbol. Repeat process outlined above (steps 6-8).</p> <p>9. Counselor collects the cards at the end of the activity and instructs the students to return to group gathering area.</p> <p>10. Counselor repeats the process holding flash cards for entire group to demonstrate</p>	<p>4. Students sit with (bracelet) partner.</p> <p>5. Student with larger symbol holds the flash cards. The student with the larger symbol will quiz the student with the smaller symbol first. The student will act out the flash card (using the actions in the song) for a correct response.</p> <p>6. Students demonstrate their knowledge of what eyes on teacher looks like by looking at the teacher and doing the action learned in song.</p> <p>7. Students demonstrate each flash card in turn, by doing the actions learned in the song for each flash card.</p> <p>8. Students repeat process with other partner holding cards.</p> <p>9. Students give counselor cards and return to group gathering area.</p> <p>10. Students participate in group assessment.</p>
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<p>simultaneously. Counselor records number of students with correct response to cards on the scoring chart.</p> <p>11. After group assessment is completed the Counselor instructs students to sing <i>Body Basics</i> song as a closing activity.</p> <p>12. Counselor instructs students to return to their seats and leaves students/teacher with color page that consists of the four flash cards for the teacher to display and for the students to color/display/take home.</p>	<p>11. Students sing song.</p> <p>12. Students return to their seats.</p>
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**Teacher Follow-Up Activities**

1. Students may color flash card pages and they can be used to repeat the flash card game or can be displayed in the classroom as a reminder of the skills of a successful learner.
2. Students may continue to sing the *Body Basics* song for morning openings with their teacher.
3. Students might choose to take the flash cards home in order to practice *Body Basics* at the supper table.
4. The teacher may also want to teach the group a *Line Basics* song to help students walk in the hallways appropriately. Using the same tune, write words that would instruct the students the appropriate skills for walking in the hall; lining up for lunch; etc.

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

## **Body Basics Song:**

(Sung to the tune of *London Bridge is Falling Down*)

Written by: Annie Moffatt

Eyes on teacher when she (he) talks,  
when she (he) talks,  
when she (he) talks.

Eyes on teacher when she (he) talks,  
we are learners.

Crisscrossed legs and hands to self,  
hands to self,  
hands to self.

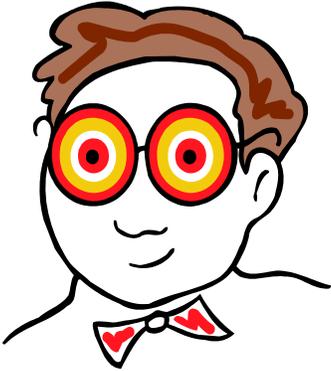
Crisscrossed legs and hands to self,  
we are learners.

Raise your hand and wait to speak,  
wait to speak,  
wait to speak,

Raise your hand and wait to speak,  
we are learners.

## Body Basics Flash Cards

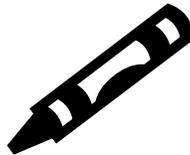
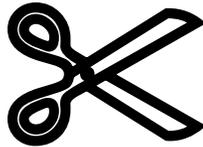
(Option of enlarging on photo-copy machine and adding cardboard backing for strength.)

<p><b>Eyes on Teacher When She Talks</b></p> 	<p><b>Crisscross Legs</b></p> 
<p><b>Hands to Self</b></p> 	<p><b>Raise your Hand and Wait to Speak</b></p> 

### Scoring Chart

<i>Body Basics</i> Behavioral Expectation	Number of Students demonstrating correct response.	Percentage of students with correct response.
<b>Eyes on Teacher</b>		
<b>Crisscross Legs</b>		
<b>Hands to Self</b>		
<b>Raise Hand and Wait</b>		

## Partnering Bracelets

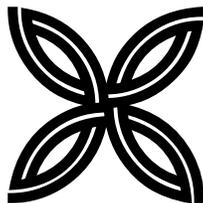
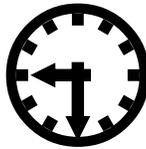
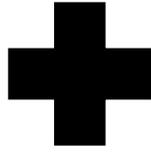



















<p><b>Unit #1 Title:</b> Skills for School Success</p> <p><b>Lesson Title:</b> The Envelope Guessing Game <span style="float: right;"><b>Lesson:</b> 2 of 2</span></p> <p><b>Grade Level:</b> 1</p> <p><b>Length of Lesson:</b> 30 Minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and monitoring Personal Plan of Study</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.01: Demonstrate the skills needed to be a successful learner.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Academic Development Standard A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Mystery envelopes (One envelope per child)</p> <p>Pictures within mystery envelopes</p> <p>Partnering Bracelets (also used in lesson 1 of this unit)</p> <p>Scoring rubric for <i>Targeted Skills</i></p> <p>Take-home activity sheet (includes directions for playing game)</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will demonstrate skills such as taking turns, asking questions, and participating at least once during a game.

**Lesson Formative Assessment (acceptable evidence):**

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

Students will demonstrate taking turns, communicating, asking questions, and participating by playing the *Mystery Envelope Game*.

**Lesson Preparation**

**Essential Questions:**

What happens when a student doesn't do what is expected of them at school?

**Engagement (Hook):**

"Today we are going to play the game *Twenty Questions*." Counselor leads class in a quick game of 20 Questions. At completion of game, counselor will tell students "now we will play a different kind of guessing game."

**Procedures**

**Instructor Procedures/Instructional Strategies:**

1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson 1, by using partnering bracelets.
2. Counselor will instruct students on how to play the *Mystery Envelope Game* by demonstrating the game with a sample pair of students. (The *Mystery Envelope Game* is similar to the familiar game *Twenty Questions*). The counselor can determine what pictures to use during the game or select his or her own pictures. Some of the pictures provided may be too advanced for some groups.
3. Counselor will say, "Students, we are going

**Student Involvement/Instructional Activities:**

1. Students will sit next to their partners forming a circle arrangement.
2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Students will offer some ideas about what

<p>to play the <i>Mystery Envelope Game</i>. I have given (name of player #1) an envelope. It has a picture of something inside. This other player's job (student #2) is to guess what that something is. The player can ask questions that will help him guess.</p> <p>Students, what kinds of questions do you think would help this player?" (The counselor can use these responses to further teach the students which types of questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.</p> <p>4. The counselor will teach the students some possible questions that will help while playing the game.</p> <p>Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?</p> <p>5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"</p> <p>6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.</p> <p>7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently.</p> <p>The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an</p>	<p>questions might help the player guess what is in the envelope.</p> <p>(Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer.)</p> <p>4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.</p> <p>5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.</p> <p>6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.</p> <p>7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)</p>
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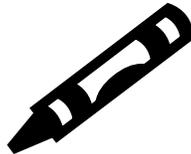
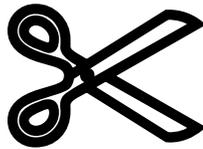
<p>envelope, the counselor will give them another envelope that contains a different mystery object.</p> <p>8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.</p>	<p>8. Student pairs continue to play the game independently.</p>
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**Teacher Follow-Up Activities**

1. Students may take home an activity sheet with pictures on it that they can cut apart, and place in mystery envelope at home in order to continue practicing the questioning and communication skills. Tell the students they can also play this game with real objects from home.
2. Teacher may continue to play *Mystery Envelope Game* with students throughout the year. The teacher may also choose to use objects found in the room to help the students with orientation of where certain materials are located in the room, since it is the beginning of the year and students are becoming familiar with the contents of the classroom.

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

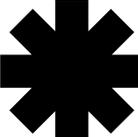
## Partnering Bracelets

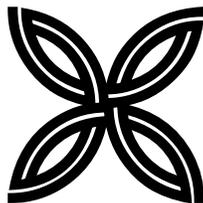
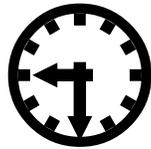
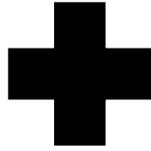








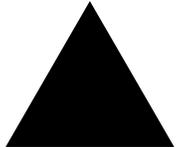











# Targeted Skills Scoring Rubric

## Directions for using Scoring Rubric

**Turn Taking Skills** – A (+) response would indicate students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of: hands to self, taking turns listening, eyes on partner when partner speaks, and crisscross legs.)

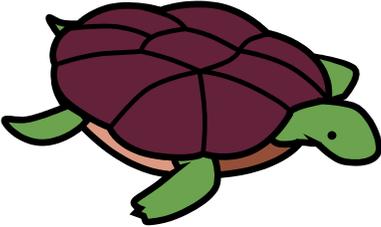
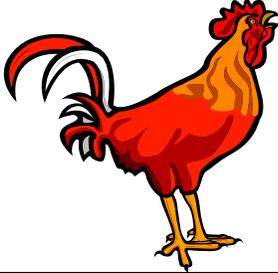
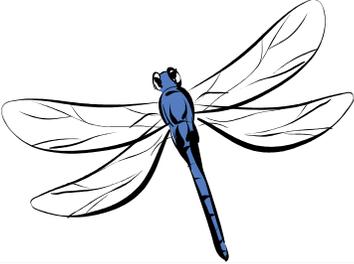
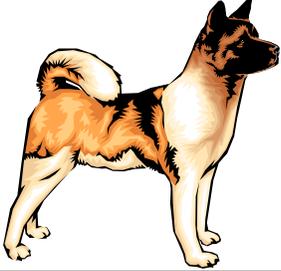
**Questioning Skills** – A (+) response would indicate the ability to ask effective, relevant questions that are successful in identifying the object.

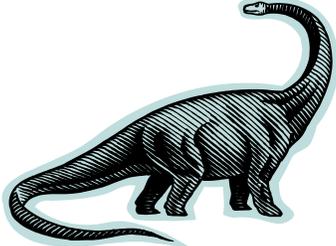
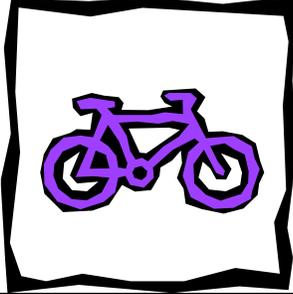
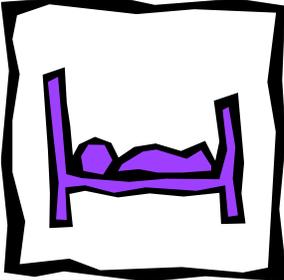
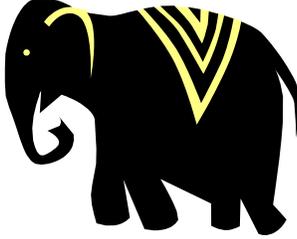
**Participation Skills** – A (+) response would indicate demonstrating all the above, as well as on-task behaviors.

Targeted Skills	Students demonstrating the targeted skills. + = Yes - = No	Total Number of Students demonstrating correct response.	Percentage of students with correct response.
<b>Turn Taking Skills</b>			
<b>Questioning Skills</b>			
<b>Participation Skills</b>			

**Pictures to be used in Envelopes for Mystery Envelope Game**

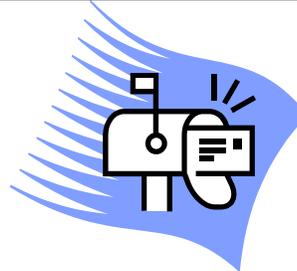
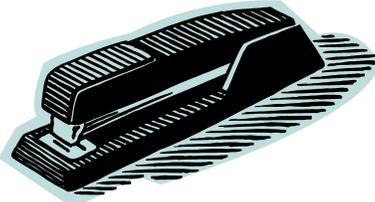
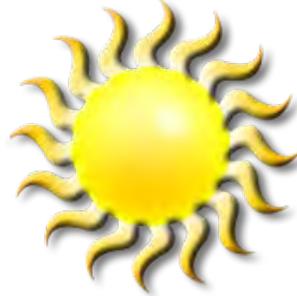
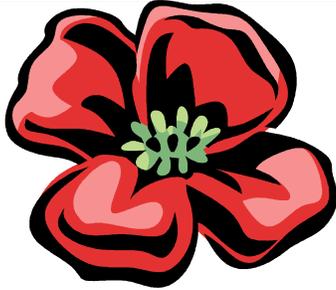
(Place one picture in each envelope.)

## Take Home Page: *Mystery Envelope Game*

**DIRECTIONS:** Cut apart the pictures on this page. Place pictures in an envelope labeled *Mystery Envelope*. One person draws a card out of the envelope without showing it to their partner. The partner's job is to ask questions (as you would when playing *Twenty Questions*), and try to figure out the picture that is on the card.



## **Academic Development**

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

### **Applying skills needed for educational achievement.**

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

### **Applying the skills of transitioning between educational levels.**

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

### **Developing and monitoring personal educational plans.**

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

<p><b>UNIT DESCRIPTION: Skills for School Success</b></p> <p>This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. What does it look like to be a successful learner?                  2. What happens when we don't do what is expected?</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 follow a visual instruction three times.		AD.6.A.01: Demonstrate the skills needed to be a successful learner.		RF.1.2 RF.1.3 SL.1.1 SL.1.4 SL.1.5 L.1.4	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will demonstrate turn-taking skills, questioning skills, and participation skills (or skills—taking turns, questioning, and participation) at least once during a game.		AD.6.A.01		RF.1.2 RF.1.3	AD A.	Level 2
<p><b>ASSESSMENT DESCRIPTIONS*:</b></p> <p>Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.                  Students will demonstrate taking turns, communicating, questioning, and participating by playing the Mystery Envelope Game.</p>						

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

[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

<b>Unit #1 Title:</b> Goal-Setting	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Mid-year.	
<b>Lesson Titles:</b>	
Lesson # 1: Talk is Cheap (Part 1)	
Materials/Special Preparations Required:	
The book: <i>The Tortoise and the Hare</i>	
Dry Erase Board/SmartBoard/Other Visual Media	
Lesson # 2: Talk is Cheap (Part 2)	
Materials/Special Preparations Required:	
Student Activity Page – <i>Talk is Cheap</i>	
The book: <i>The Tortoise and the Hare</i>	
Brown and Green Crayons	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b>	
AD.6.A.02: Identify goals that lead to learner success. (DOK Level -2)	
<b>American School Counselor Association (ASCA) National Standard:</b>	
Academic Development	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

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

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Essential Questions:**

How can goals be useful?

**Unit Measurable Learning Objectives:**

The student will identify strategies for goal setting and planning.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation)
- Experiential
- Independent Study
- Interactive Instruction (Brainstorming; Discussion)

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

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

Students will identify strategies for goal setting and planning.

**Brief Summary of Unit:**

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person’s help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you’ve accomplished the goal.

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

Demonstrate the skills needed to be a successful learner.

<b>Unit #1 Title:</b> Goal-Setting
<b>Lesson Title:</b> Talk is Cheap (Part 1) <span style="float: right;"><b>Lesson:</b> 1 of 2</span>
<b>Grade Level:</b> 2
<b>Length of Lesson:</b> 30 Minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study
<b>Grade Level Expectation (GLE):</b> AD.6.A.02: Identify goals that lead to learner success.
<b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials (include activity sheets and/ or supporting resources)**

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. A copy of <i>The Tortoise and the Hare</i>. If you cannot locate the book, look up the story on the Internet.</li> <li>2. Dry Erase Board/Smart Board/Other Visual Media</li> </ol> |
|---|

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

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

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

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

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

Respect	X	Goal Setting		
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**Lesson Measurable Learning Objectives:**

The student will collaborate with others to identify at least three strategies to accomplish a goal.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 The student will identify strategies for goal setting and planning.

**Lesson Preparation**

**Essential Questions:**

How can goals be useful?

**Engagement (Hook):**

“Have you ever heard the expression “talk is cheap,” or “put your money where your mouth is?” Do you know the name of the famous story that tells about a tortoise that asked a rabbit to put his money where his mouth was? That story is called *The Tortoise and the Hare.*”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor will read the story, The Tortoise and the Hare, to the students.</li> <li>2. Counselor will ask the following discussion questions:                             <ol style="list-style-type: none"> <li>a. Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, “I want to ride my bike by the time school starts.” We call that setting a goal.</li> <li>b. What was the goal of the Tortoise in the story? What was the goal of the Hare in the story? It sounds to me as if you are saying that they both had the same goal.</li> <li>c. Why do you think the Tortoise accomplished his goal and the Hare did not?</li> <li>d. Yes. That’s right. Do you think the Hare had a plan to win the race? Do you think he practiced for the race?</li> <li>e. Do you think the Tortoise had a plan for</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen to the story and look at the pictures.</li> <li>2. Students will participate in discussion:                             <ol style="list-style-type: none"> <li>a. Students might say learning to ride a bike or skateboard or play a challenging game.</li> <li>b. Students might say, “To win the race.” Students might say, “To win the race.”</li> <li>c. Students might say because the Hare stopped before the race was over.</li> <li>d. The students might say, “No.”</li> <li>e. The students might say, “Slow and</li> </ol> </li> </ol>

<p>the race? What do you think his plan was?</p> <p>f. If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?</p> <p>5. The counselor asks students to brainstorm strategies that helped the Tortoise accomplish his goal. The counselor will write the strategies on chart paper and give the strategies sheet to the teacher to reinforce in the classroom.</p> <p>6. The counselor and students will review the concept of goal setting and share the key points of the discussion. During the next lesson students will complete the <i>Talk is Cheap</i> Activity Sheet.</p>	<p>steady wins the race.”</p> <p>f. The students might say, “I’d get a lot of sleep, and eat my breakfast, and practice running everyday.”</p> <p>5. The students will brainstorm ideas.</p> <p>6. The students will participate in the review of discussion.</p>
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**Teacher Follow-Up Activities**

The teacher will review the list with students and post it in the room to reinforce throughout the year.

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

<b>Unit #1 Title:</b> Goal-Setting
<b>Lesson Title:</b> Talk is Cheap (Part 2) <span style="float: right;"><b>Lesson:</b> 2 of 2</span>
<b>Grade Level:</b> 2
<b>Length of Lesson:</b> 30 Minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study
<b>Grade Level Expectation (GLE):</b> AD.6.A.02: Identify goals that lead to learner success.
<b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials (include activity sheets and/ or supporting resources)**

A copy of <i>The Tortoise and the Hare</i> . Student Activity Sheet – <i>Talk is Cheap</i> Brown and Green Crayons.
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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

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

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

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

	Respect	X	Goal Setting		
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**Lesson Measurable Learning Objectives:**

The student will write a learning goal and identify one strategy for accomplishing that goal.

**Lesson Formative Assessment (acceptable evidence):**

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

Students will identify strategies for goal setting and planning to meet goals that lead to learner success.

**Lesson Preparation**

**Essential Questions:**

How can goals be useful?

**Engagement (Hook):**

Review the expression “talk is cheap,” or “put your money where your mouth is?” The counselor shows the book *The Tortoise and the Hare*, which was read the week before. The counselor briefly reviews the story with the students.

**Procedures**

**Instructor Procedures/Instructional Strategies:**

1. Counselor will hand out *Talk is Cheap* Activity Sheet and instruct students to get out a brown crayon and a green crayon.
2. Counselor will read the Activity Sheet or ask students to take turns reading the Activity Sheet. The class will determine the correct answers. (Numbers 6, 8, 9, 10, 13, 17, and 18 should be colored brown and the rest colored green.)
3. The counselor will say, “What if your goal was to become the best learner that you can be? If there were a learning race, how would you prepare to win it? You would want to set a goal and make up a plan to accomplish that goal. What kind of learning goal might you set and what might be your plan to accomplish it?”

The counselor will ask each student to

**Student Involvement/Instructional Activities:**

1. Students will get out a brown crayon and a green crayon.
2. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly.
3. Students will brainstorm possible learning goals.

<p>brainstorm what might be a good learning goal and record the ideas.</p> <p>4. The counselor will say, “At the bottom of the activity sheet is a space to write a learning goal. Please write one of your learning goals in the space provided.”</p> <p>5. The counselor will say, “Each of you will tell me one strategy the tortoise will do to prepare for his race that you want to do to prepare to meet your goal.”</p> <p>6. As each student states a strategy, the counselor will ask the student to write the strategy on the activity sheet.</p> <p>7. The counselor will close by reviewing the activity and encourage students to set goals.</p>	<p>4. Students will write a personal learning goal on the activity sheet.</p> <p>5. Students will state one of the following strategies:</p> <ul style="list-style-type: none"> <li>a) Set a goal and make a plan on paper;</li> <li>b) Tell someone about your plan and get that person’s help to monitor your progress;</li> <li>c) Put the plan into action-practice;</li> <li>d) Reward small steps;</li> <li>e) Revise your plan if it is not working;</li> <li>f) Don’t quit until you’ve accomplished the goal.</li> </ul> <p>6. Students will finish the last section of the activity sheet by writing one important strategy to accomplish their goal and share the strategy with the group.</p> <p>7. The students will participate in the review.</p>
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**Teacher Follow-Up Activities**

Teacher may continue to use the goal-setting vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment.

The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

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

## Talk is Cheap...

### But Setting a Goal and Following a Plan will be Richly Rewarded

**DIRECTIONS:** Color the square green (Tortoise Color) if it describes a good strategy for Setting a Goal or Following a Plan to accomplish a goal. Color the square brown (Hare/Rabbit Color) if it describes a behavior that does not involve goal setting or following a plan to accomplish a goal.

<b>Set a goal and make a plan on paper.</b>	1. This animal wrote down what time everyday he would stretch and exercise.	7. This animal wrote down the healthy food he would eat everyday.	13. This animal did not set any goal or write down any plan.
<b>Tell someone about your plan and get that person's help.</b>	2. This animal asked his friend squirrel to run the racetrack to look for problems.	8. This animal did not ask anyone to help him plan.	14. This animal asked duck to reward him every time he got one second faster.
<b>Put the plan into action-practice.</b>	3. This animal got to bed every night at 8:00 just as he had planned.	9. This animal talked about lifting weights for the race but never did.	15. This animal ate a healthy, balanced diet that he had planned with his mother.
<b>Reward small steps.</b>	4. This animal met his short-term goal of getting one second faster each day and rewarded himself with a cookie.	10. This animal didn't prepare in small steps, he didn't think he needed to improve in any way.	16. This animal met his short-term goal of getting to bed on time each night and bought himself two new pairs of socks.
<b>Revise your plan if it is not working.</b>	5. This animal found out that running too fast, tired him out to soon, and he decided slow and steady wins the race.	11. This animal found out that eating chocolate before bedtime kept him awake, so he stopped.	17. This animal kept making the same mistakes every time and didn't learn from them.
<b>Don't quit until you've accomplished the goal.</b>	6. This animal went to sleep before the job was done.	12. This animal never stopped following his plan until the goal was accomplished.	18. This animal didn't think he needed to make a plan to meet his goal.

My Learning Goal is . . .

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One strategy for setting a goal and following a plan to accomplish that goal is . . .

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## **Academic Development**

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

### **Applying skills needed for educational achievement.**

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

### **Applying the skills of transitioning between educational levels.**

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

### **Developing and monitoring personal educational plans.**

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

<b>UNIT DESCRIPTION: Goal Setting</b>		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons				
This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person’s help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you’ve accomplished the goal.		<b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>						
1. How can goals be useful?						
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	<b>CCSS LEARNING GOALS (Anchor Standards/Clusters)</b>	<b>CROSSWALK TO STANDARDS</b>				
		<b>GLEs/CLEs</b>	<b>PS</b>	<b>CCSS</b>	<b>OTHER ASCA</b>	<b>DOK</b>
1. Students will identify strategies for goal setting and planning		AD.6.A.02: Identify goals that lead to learner success.		RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.6 L.2.1 L.2.2 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Students will identify strategies for goal setting and planning.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect					

	<input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)				
	<u><b>Direct:</b></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 (Ls. 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u><b>Indirect:</b></u> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input 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><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

<p><b>Unit #1 Title:</b> Educational Goal-Setting and Self-Assessment Skills</p> <p><b>Grade Level:</b> 3</p> <p><b>Number of Lessons in Unit:</b> 2</p> <p><b>Time Required for each lesson:</b> 30 minutes</p> <p><b>Lesson Titles:</b>                  Lesson 1: Goal Setting and Self-Assessment                  Materials/Special preparations Required:                  5 consecutive spelling test grades for each student  <i>Test Score Goal Sheet</i>  <i>Test Scores Bar Graph Sheet</i>                  Pencil and crayons for each child                  Scale and materials to put on it (rocks &amp; cotton balls)</p> <p>Lesson 2: Reflection on Educational Goal Setting and Self-Assessment                  Materials/Special preparations Required:                  Spelling or other content area score from their last test                  Test Score Analysis Sheet                  Each student's <i>Test Score Goal Sheet</i> and <i>Test Score Bar Graph Sheet</i> from Lesson I                  Writing Materials</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>                  AD.6: Developing and Monitoring Personal Plan of Study</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.6.A.03: Identify education goal-setting and self-assessment skills. (DOK Level - 2)</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics 3. Data analysis, probability, and statistics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Unit Essential Questions:**

How do I make decisions that will help me to be successful?  
How do individuals make positive changes?

**Unit Measurable Learning Objectives:**

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.  
The student will establish a goal and identify at least three steps they will take to reach his/her goal.  
The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare & Contrast, Guided & Shared)
- Indirect (Problem Solving, Reflective Discussion, Writing to Inform)
- Experiential (Conductng Experiments)
- Independent Study
- Interactive Instruction

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

**Assessment should relate to the performance outcome for goals, objectives and GLE.**  
**Assessment can be question answer, performance activity, etc.**  
The student will track and analyze his/her test scores after setting a goal for score improvement.

**Brief Summary of Unit:**

Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.

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

Students should know how to interpret and make a bar graph; brainstorm ideas; follow directions, and write.

<b>Unit #1 Title:</b> Educational Goal-Setting and Self-Assessment Skills	
<b>Lesson Title:</b> Goal Setting and Self-Assessment	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.03: Identify education goal-setting and self-assessment skills.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

<p>5 consecutive test grades for each student  <i>Test Score Goal Sheet,</i>  <i>Test Scores Bar Graph Sheet</i>                      Pencil and crayons for each child                      Scale and materials to put on it (rocks &amp; cotton balls)</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas                      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</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom                      3. Exchange information, questions, and ideas while recognizing the perspectives of others</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                      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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.  
The student will establish a goal and identify at least three steps they will take to reach his/her goal.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
The student will set a test score goal and graph their progress.

**Lesson Preparation**

**Essential Questions:**

How do individuals make positive changes?

**Engagement (Hook):** Bring in the scale and show the students how it works even when there is nothing on it. Put cotton balls on the scale to signify 4 As on their spelling tests. Put 1 heavy rock on the scale to signify an F on a spelling test. Counselor lets the students know how much the F weighs their grade down.(Spelling is used as an example in this lesson but counselors and teachers may substitute other content areas assessment as deemed necessary per the school's curriculum.)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor hands out <i>Test Score Bar Graph</i>	1. Students place their writing and drawing

<p><i>Sheet</i> and list of last 5 spelling scores or other content area assessment scores for each child (each child places writing material on desk).</p> <ol style="list-style-type: none"> <li>2. Counselor instructs students to write their names at the top of their <i>Test Score Bar Graph Sheet</i>.</li> <li>3. Counselor explains that the students are going to fill out the <i>Test Score Bar Graph Sheet</i> using their last 5 spelling test scores. Students are instructed to write the date of the oldest test score they have in the first column that says date.</li> <li>4. Counselor directs students to write the score of the spelling test they took on that date under the date box.</li> <li>5. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil.</li> <li>6. After checking each student's paper, counselor directs the students to choose a crayon and color the column up to, and including, the box with the star.</li> <li>7. Counselor continues the same procedure with all scores, leaving last column blank.</li> <li>8. Counselor collects papers to save for Lesson 2 and hands out <i>Test Scores Goal Sheet</i>, instructing students to write their names on their papers.</li> <li>9. Counselor directs students to write down their last 5 spelling test scores.</li> <li>10. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week.</li> <li>11. Counselor instructs students to come up with some ways to achieve their goals</li> </ol>	<p>materials on their desk.</p> <ol style="list-style-type: none"> <li>2. Students follow directions.</li> <li>3. Students follow directions.</li> <li>4. Students follow directions.</li> <li>5. Students follow directions.</li> <li>6. Students follow directions.</li> <li>7. Students follow directions.</li> <li>8. Students follow directions.</li> <li>9. Students follow directions</li> <li>11. Students follow directions</li> <li>11. Students brainstorm ideas and write ones they think they can implement.</li> </ol>
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<p>(study the night before the test, study every night, get a study buddy to help, write the words 5 times, look for word patterns, etc) and to write them on their papers.</p> <p>12. Teacher closes lesson by collecting the <i>Test Score Goals Sheets</i> to save for Lesson 2 and reminding students to focus on their goals. Students are asked to discuss how this would help to improve grades.</p>	<p>12. Students respond with ways this strategy could help to improve their grades.</p>
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**Teacher Follow-Up Activities**

Teacher will review the importance of good study habits as a skill necessary for success in school. Review the *Test Score Goal Sheet* and *Test Score Bar Graph* sheet and use in various curriculum areas to help students track their progress.

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

## \_\_\_\_\_ Test Scores Goal Sheet

Name \_\_\_\_\_

1. List your last 5 \_\_\_\_\_ test scores.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

2. What is my goal for my next \_\_\_\_\_ test score?

\_\_\_\_\_

3. What steps will I take to reach my goal?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_ **Test Scores Bar Graph Sheet**  
Lesson 1

<b>Score</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Next Test Date:</b>
<b>Test Score</b>						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

<p><b>Unit #1 Title:</b> Educational Goal-Setting and Self-Assessment Skills</p> <p><b>Lesson Title:</b> Reflection on Educational Goal Setting and Self-Assessment      <b>Lesson:</b> 2 of 2</p> <p><b>Grade Level:</b> 3</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.03: Identify education goal-setting and self-assessment skills.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Spelling or other content area score from their last test</p> <p><i>Test Score Analysis Sheet</i></p> <p>Each student's <i>Test Score Goal Sheet</i> and <i>Test Score Bar Graph Sheet</i> from Lesson 1</p> <p>Writing Materials</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p>
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	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives,</p>

		essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
The student will track and analyze their test scores after taking steps to reach their test score goal.

**Lesson Preparation**

**Essential Questions:**

How can I improve my performance in school?

**Engagement (Hook):**

Remind the students about how the rocks that signified the F weighed the scale down. Let them know that today we are going to look at your most recent spelling scores and see how well you did at meeting your goal for your last test.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor distributes <i>Test Score Bar Graph</i> and the <i>Test Score Goal Sheets</i> from the previous lesson, and each student's individual score on his or her last spelling test or content area test. The counselor passes out the <i>Test Score Analysis Sheet</i> to each student.	1. Students follow directions.
2. Counselor asks students to write down their	2. Students follow directions.

<p>last spelling test score on the <i>Test Score Analysis Sheet</i> in the line for #1. The counselor monitors students.</p> <p>3. Counselor asks students to look at the <i>Test Score Bar Graph Sheet</i> from the previous lesson and decide if their latest score was higher or lower than their previous scores; then write the answer to question #2 on the <i>Test Score Analysis Sheet</i>.</p> <p>4. Counselor asks students to look at their goal, written on <i>Test Score Goal Sheets</i>, and see if they met their goal; then answer the questions #3 and #4 on the <i>Test Score Analysis Sheet</i>.</p> <p>5. Counselor asks students to look at <i>Test Score Goal Sheets</i> and read what they wrote for #3.</p> <p>6. After reflecting on the answer they wrote for #3 during the previous lesson, direct the students to answer question #5 on <i>Test Score Analysis Sheet</i>.</p> <p>7. Have students reflect on their behavior before their last spelling test/content area test and answer question #6 on the <i>Test Score Analysis Sheet</i>.</p> <p>8. Ask students to complete question #7.</p> <p>9. Have students answer question 8 and collect papers.</p>	<p>3. Students follow directions.</p> <p>4. Students follow directions.</p> <p>5. Students follow directions.</p> <p>6. Students follow directions.</p> <p>7. Students follow directions.</p> <p>8. Students follow directions.</p> <p>9. Students follow directions.</p>
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**Teacher Follow-Up Activities**

The teacher will review the Test Score Analysis Sheet. The teacher may also want to have the students to journal weekly regarding how their behavior, office referrals, think sheets may also reflect their grade.

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

Name \_\_\_\_\_

\_\_\_\_\_ **Test Scores Analysis Sheet**

1. My test score on my last test \_\_\_\_\_.

2. Was my last score lower or higher than my other scores? \_\_\_\_\_

3. My test score goal \_\_\_\_\_.

4. Did I meet my goal? \_\_\_\_\_

5. Did I follow my steps to meet my goal? \_\_\_\_\_

6. Which steps did I follow?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How can I prepare for my next \_\_\_\_\_ test?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. If I do nothing, what can I expect of my next \_\_\_\_\_ score?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Test Scores Goal Sheet**

Name \_\_\_\_\_

1. List your last 5 \_\_\_\_\_ test scores.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

2. What is my goal for my next \_\_\_\_\_ test score?

\_\_\_\_\_

3. What steps will I take to reach my goal?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_ **Test Scores Bar Graph Sheet**

<b>Score</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Next Test Date</b>
<b>Test Score</b>						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

## **Academic Development**

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

### **Applying skills needed for educational achievement.**

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

### **Applying the skills of transitioning between educational levels.**

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

### **Developing and monitoring personal educational plans.**

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

<p><b>UNIT DESCRIPTION: Educational Goal-Setting and Self-Assessment Skills</b></p> <p>Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. How do I make decisions that will help me to be successful?                  2. How do individuals make positive changes?</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 track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03: Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2
<b>ASSESSMENT DESCRIPTIONS*:</b>						
The student will track and analyze his/her test scores after setting a goal for score improvement						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1	See Lessons: Lesson 1 Goal Setting and Self-Assessment					

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

<b>Unit 1 Title:</b> Goal-Setting	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime.	
<b>Lesson Titles:</b>	
Lesson 1: Man On the Moon!	
Materials/Special Preparations Required:	
Student Hand Out and Student Work Page	
A jar	
A picture of an astronaut and a large piece of poster paper. (Paste picture of astronaut onto poster paper.)	
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)	
Lesson 2: Simon Says – Taking Small Steps Towards My Goal	
Materials/Special Preparations Required:	
“Simon Says” script – Attached to lesson	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
AD.6: Developing and Monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b>	
AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills. (DOK Level - 3)	
<b>American School Counselor Association National Standard (ASCA):</b>	
Academic Development	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

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

**Unit Essential Questions:**

What are some of the positive outcomes of goal setting?

**Unit Measurable Learning Objectives:**

The student will set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.  
The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Didactic Questions, Guided & Shared)  
 Indirect (Problem Solving, Reflective Discussion)  
 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 GLE. Assessment can be question answer, performance activity, etc.**  
 The student will complete a work page that will demonstrate the knowledge of goal-setting skills.  
 The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

**Brief Summary of Unit:**

This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment.

Lesson two helps students learn the skills necessary in making short-term goals.

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

Revise and practice education goal-setting and self-assessment skills.

<p><b>Unit #1 Title:</b> Goal-Setting</p> <p><b>Lesson Title:</b> Man On the Moon! <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 4</p> <p><b>Length of Lesson:</b> 30 Minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and monitoring personal plan of study</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.04. Revise and practice educational goal-setting and self-assessment skills.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Student Hand Out and Student Work Page.</p> <p>A picture of an astronaut, a large piece of poster paper. (Paste picture of astronaut onto poster paper.)</p> <p>A jar</p> <p>A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
**Student Work Sample:**  
 The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

**Lesson Preparation**

**Essential Questions:**  
 Why is it important to set goals?  
 How do you achieve a goal?

**Engagement (Hook):**  
 John F. Kennedy once challenged our nation to be the first to put a man on the moon. Martin Luther King challenged our country to pass laws that would enable people of all races to have equal opportunity. What challenges do you ask of yourself? And what goals will you set to help you accomplish those challenges?

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>The counselor will say, “Students, I challenge you to be goal-setters, and problem-solvers. Today, I want you to think about something that you thought you would never be able to do. Not too long ago, when I was a child, to see a man walk on the moon was something that didn’t seem possible. But, it was a goal that was accomplished with two important tools. Those tools were goal-setting, and problem-solving.” Counselor holds up a large sheet of paper with a picture of an</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students will listen and watch.</li> </ol>
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<p>astronaut attached to it and says, “Let’s pretend that this picture of an astronaut is a real astronaut and our goal today is to get the astronaut to the moon. Well perhaps not on the moon, but into this jar that I will put over there in the corner of the room.”</p> <p>2. The counselor will distribute the instruction page for the <i>Student Handout Sheet</i>. The students will be able to read the answers to the following questions:</p> <ul style="list-style-type: none"> <li>• “What is our goal?”</li> <li>• “What is my timeline? How long do we have until we have to accomplish our goal?”</li> <li>• “What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?”</li> <li>• “Are there any limitations that will make accomplishing the goal seem difficult?”</li> </ul> <p>3. The counselor will say, “Why should I even try to accomplish this goal? It seems impossible.”</p> <p>4. The counselor will say, “Okay, I don’t think I can accomplish this goal on my own. I’m going to need your help. Will you help me?”</p> <p>5. The counselor will say, “What is problem number one that is keeping me from accomplishing my goal?”</p>	<p>2. Students will look at the <i>Student Handout Sheet</i> for the answers to the questions.</p> <ul style="list-style-type: none"> <li>• Students will answer, “To get the paper in the jar.”</li> <li>• Students will answer, “In the next 15 minutes.”</li> <li>• Students will answer, “You can ask anyone in the room for help and you can use any materials that are in the room.”</li> <li>• Students will answer, “You can not move from where you are now standing and no one else in the room can get out of their chairs. The piece of paper that you are holding is too large to fit in the jar and you can not exchange the jar for another one.”</li> </ul> <p>3. Students will answer, “The pay-off is in the jar.” (The jar has a reward in it.)</p> <p>4. Students will answer, “Yes.”</p> <p>5. Students will answer, “The paper is too big.”</p>
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<p>6. The counselor will say, “What are the possible solutions to this problem and which one should we try first and then second if the first plan doesn’t work?”</p> <p>7. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)</p> <p>8. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the students to complete the work page while they are enjoying the reward (treat).</p> <p>9. Counselor will instruct students on how to complete the work page by demonstrating one selected student’s possible responses.</p> <p>10. Counselor will allow students to complete the work page using a personally selected goal.</p>	<p>6. Students will read the list of possible solutions and possibly add to them with their own ideas. The class will decide which solution to try first and then which to try second.</p> <p>7. Students will continue to answer the counselor’s questions based on the answers on the student hand out.</p> <p>8. Students will enjoy the reward while completing the student work page. (See Student Work Page.)</p> <p>9. Students will follow along as counselor demonstrates how to complete the work page using a selected student’s goal as an example.</p> <p>10. Students will complete the work page using a personally selected goal.</p>
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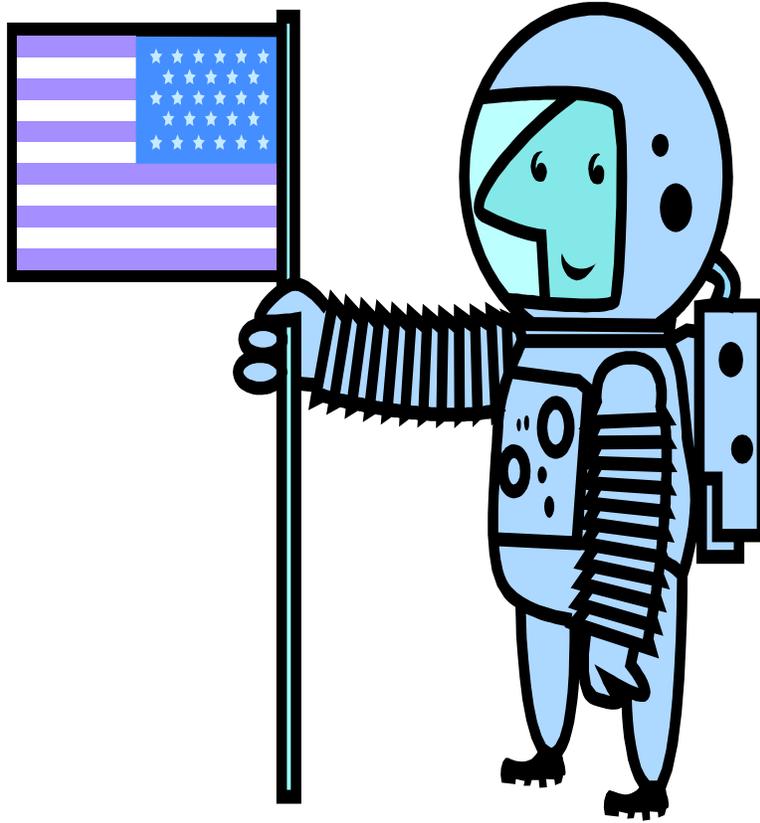
**Teacher Follow-Up Activities**

<p>1. Teacher may continue to use the goal-setting and problem-solving vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment. An example of a writing assignment might be to ask the student to write a story about a goal that they were able to accomplish or a goal that they were still working on accomplishing.</p> <p>2. The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.</p>
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**Counselor reflection notes (completed after the lesson)**

Empty box for reflection notes
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## Picture of an Astronaut



## Student Hand Out

### Man on the Moon

#### Goal-Setting, Problem-Solving Game Rules

**GOAL:** What do I want to accomplish?

I want to get the astronaut into the jar.

**TIMELINE:** When do I want to accomplish my goal?

I have 15 minutes from now.

**RESOURCES:** What do I have that I can use to accomplish my goal?

I can ask anyone in the room for help and I can use any materials that are in the room.

**LIMITATIONS:** What might keep me from accomplishing my goal?

- ❖ I can not move from the place that I am standing now and no one else in the room can leave their seats.
- ❖ The paper that the astronaut is on is too big to fit in the jar.
- ❖ The jar can not be exchanged for another jar.

**REWARD:** What will I gain if I accomplish my goal?

I will be able to share the reward in the jar with the class.

**PLAN:** What steps will I take to accomplish my goal?

<i>Identify the Problem</i>	<i>Brainstorm Possible Solutions</i>	<i>Choose a Possible Solution to Try</i>	<i>Did it Work? If first solution didn't work, try another.</i>
The goal is too big. It seems impossible.	<ol style="list-style-type: none"> <li>1. Quit, give up.</li> <li>2. Cut the project up into smaller more manageable pieces.</li> <li>3. Get a bigger jar.</li> </ol>	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	<ol style="list-style-type: none"> <li>4.</li> <li>5. Quit, give up.</li> <li>6. Get help from friends.</li> <li>7. Cheat.</li> <li>8. Deal with it tomorrow.</li> </ol>	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

**Student Work Page**  
**I Can Make a Plan**

I can use Goal-Setting, Problem-Solving, and Self-Assessment to become a Life-Long Learner.

**GOAL:** What do I want to accomplish?

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**REWARD:** What will I gain if I accomplish my goal?

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**TIMELINE:** When do I want to accomplish my goal?

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**RESOURCES:** What do I have that I can use to accomplish my goal?

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**LIMITATIONS:** What might keep me from accomplishing my goal?

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**PLAN:**

❖ What steps will I need to take to accomplish my goal? (Long-Term Goal)

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❖ How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

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❖ What limitations or problems do I think might keep me from my goal?

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❖ What solutions could I try to solve any problems that might keep me from my goal?

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❖ How will I know if I am being successful in working toward my goal?

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❖ How will I reward myself for accomplishing each smaller step towards my goal?

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<p><b>Unit #1 Title:</b> Goal-Setting</p> <p><b>Lesson Title:</b> Simon Says – Taking Small Steps Toward My Goal      <b>Lesson:</b> 2 of 2</p> <p><b>Grade Level:</b> 4</p> <p><b>Length of Lesson:</b> 30 Minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and monitoring personal plan of study.</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<i>Simon Says Script</i>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
**Student acquired knowledge:**  
 The student will demonstrate knowledge and understanding of strategies related to studying, which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

**Lesson Preparation**

**Essential Questions:**  
 Why is it necessary to know the steps needed to accomplish goals?

**Engagement (Hook):**  
 Ask, “Who can tell me the rules we usually follow for the game *Simon Says*?”  
 Volunteers state rules.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Explain to students that today they will play a version of Simon Says in which only some students will respond to each command.	1. Students listen and respond to the commands.
2. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.	2. Students listen.
3. Lead a game of Simon Says. Remind students to try to remember what they learn about their classmates. Provide such directions as those on the <i>Simon Says Script</i> .	3. Students listen and observe.
4. At the end of the game, have students sit in a circle.	4. Students move to a circle.
5. Ask each student to name one way in which	5. Students listen and take turns in the

<p>he or she and another student are alike. Encourage students to say, for example, “I didn’t know that Katie never watched TV on school nights” or “I didn’t know that José loved math.”</p> <p>6. Ask students to talk about new ways to study they learned today.</p> <p>7. So that everyone will have the chance to share something, go around the circle asking students why is it important to plan our studying as first step towards accomplishing our educational or academic goals.</p> <p>8. Also ask students how studying with discipline and application can help them accomplish bigger educational or academic goals.</p>	<p>discussion.</p> <p>6. Students listen and take turns in the discussion.</p> <p>7. Students listen and participate in the discussion.</p> <p>8. Students listen and participate in the discussion.</p>
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**Teacher Follow-Up Activities**

Have students set short term goals to improve skills, scores, and performance in a subject area that they choose. Once a month, discuss progress toward the goal.

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

### SIMON SAYS SCRIPT

1. Simon says "Everyone who takes a nap right after school, stand on one foot."
  - Sit down please.
2. Simon says "Everyone who takes a light snack after school, stand up and put your right hand on your tummy."
  - Sit down please.
3. Simon says "Everyone who studies before going out to play, stand up and touch your forehead."
  - Sit down please.
4. Simon says "Everyone who watches TV all the time after school, stand up and stick your tongue out as far as you can"
  - Sit down please.
5. Simon says "Everyone who never watches television on school nights, stand up and waive both arms like a champion"
  - Sit down please.
6. Simon says "Everyone who does homework in a quiet place away from phone and TV, jump up and down."
  - Sit down please.
7. Simon says " Everyone who does homework at about the same time everyday, stand up with both thumbs up"
  - Sit down please.
8. Simon says "Everyone who likes school, stand up and clap your hands."
  - Sit down please.
9. Simon says, "Everyone who likes math stand with your arms crossed."
  - Sit down please.
10. Simon says "Everyone who likes English remain seated and raise both arms."
  - Put your arms down, please.
11. Simon says "Everyone who likes science stand up and scratch their ears."
  - Sit down please.
12. Simon says "Everyone who plans to get good grades, stand on your left foot and scratch your head."
  - Sit down please.
13. Simon says "Everyone who plans to go to college, stand up, smile wide, and slowly walk clockwise around the classroom"
  - Sit down please.

Choose other categories appropriate for your students.

**At the end of the game**, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math." Ask students to talk about new ways they plan to study more effectively in the future (set a goal). Go around the circle so that everyone will have the chance to say something. Encourage students to talk about goals to improve their studying and/or their grades.

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

<p><b>UNIT DESCRIPTION: Goal-Setting</b></p> <p>This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment. Lesson two helps students apply the skills necessary to set and accomplish goals.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. What are some of the positive outcomes of goal setting?</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 set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.		AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.		RF.4.3 RF.4.4 W.4.2 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3
2. The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.		AD.6.A.04		SL.4.1 L.4.1 L.4.3 L.4.6	AD A	Level 3

<b>ASSESSMENT DESCRIPTIONS*:</b>					
1. The student will complete a work page that will demonstrate the knowledge of goal-setting skills. 2. The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal				
	<u><b>Direct:</b></u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast <input checked="" type="checkbox"/> Didactic Questions (Ls. 1) Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u><b>Indirect:</b></u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></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. 2) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input 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><b>Interactive Instruction</b></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 type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES:**

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

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



Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics 3. Data analysis, probability, and statistics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Unit Essential Questions:**

How can planning guide my future?

**Unit Measurable Learning Objectives:**

The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.  
The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).  
The student will develop a plan to reach at least three personal goals, including possible obstacles.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Structured Overview; Compare & Contrast; Guided & Shared-Reading, Listening, View-Viewing, Thinking)  
 Indirect (Reflective Discussion; Concept Formation; Concept Attainment)  
 Experiential (Simulations)  
 Independent Study  
 Interactive Instruction

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

**Assessment should relate to the performance outcome for goals, objectives and GLE.**  
**Assessment can be question answer, performance activity, etc.**  
The student will select short- and long-term goals.

**Brief Summary of Unit:**

Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for middle school and secondary education classes; then to post high school life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.

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

Ability to write and discuss ideas.

<b>Unit #1 Title:</b> Educational Plans Are Important	
<b>Lesson Title:</b> The Vacation Can Be An Education	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing a personal plan of study.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.05: Recognize the importance of an educational plan	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

Writing materials for each student <i>Let's Go To</i> and <i>Why Do I Need A Plan?</i> student activity sheets United States or world wall maps
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics 3. Data analysis, probability, and statistics
	Social Studies

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will list at least three goals he/she wants to accomplish in life (work, family, and leisure).

**Lesson Formative Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. The student will compare and contrast planning for a trip and making a plan for their future.

**Lesson Preparation**

**Essential Questions:**  
How can planning guide my future?

**Engagement (Hook):**  
Using a United States or world wall map, direct students to think of a place that they have always wanted to visit...New York, Paris, Disney World, Silver Dollar City, Six Flags, Worlds of Fun...Can anyone give me some other examples?

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor hands out <i>Let's Go To...</i> activity sheet. Students are instructed to write their names at the top of the paper.	1. Students follow directions.
2. Students are directed to pick a location they would like to visit and write it in the blank at the top of their paper. It must be some distance away from home, requiring at least an overnight stay. Call on some students to give their destination.	2. Students follow directions and respond.
3. Brainstorm things they would have to do to go on a trip. Write down several-don't feel compelled to use all of the spaces. Discuss freely all suggestions. Point out how important it is to have a plan before taking a	3. Have students write down their suggestions on the paper.

<p>vacation or trip.</p> <p>4. Approximately 15 minutes into the lesson, hand out other activity sheet <i>Why Do I Need A Plan?</i> Discuss what could happen if they didn't take care of the things listed on the other side (such as using a map or navigation system, having money, finding a place to stay, and/or planning for activities). Brainstorm ideas and write them down on the activity sheet (such as go hungry, get robbed, have to go back home, not get to visit places, etc).</p> <p>5. Discuss how having a plan makes for a safe, fun and exciting vacation. Draw a parallel between planning for a vacation and planning for an education. Discuss how students get to choose classes to take in middle school and high school and point out how they would need to figure out what subjects they enjoy. Students should be encouraged to participate in activities in which they excel. Direct students to write down what they enjoy doing in school.</p> <p>6. Discuss how understanding their strengths and abilities can help them prepare for life choices.</p>	<p>4. Students record suggestions.</p> <p>5. Students participate in the discussion, and write subjects and activities they enjoy in school.</p> <p>6. Students write down what they want to accomplish in life (work, family, leisure)?</p>
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**Teacher Follow-Up Activities**

Teacher will review student activity sheets and include the class in planning lessons in the content areas.

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

Name \_\_\_\_\_

Let's Go To \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

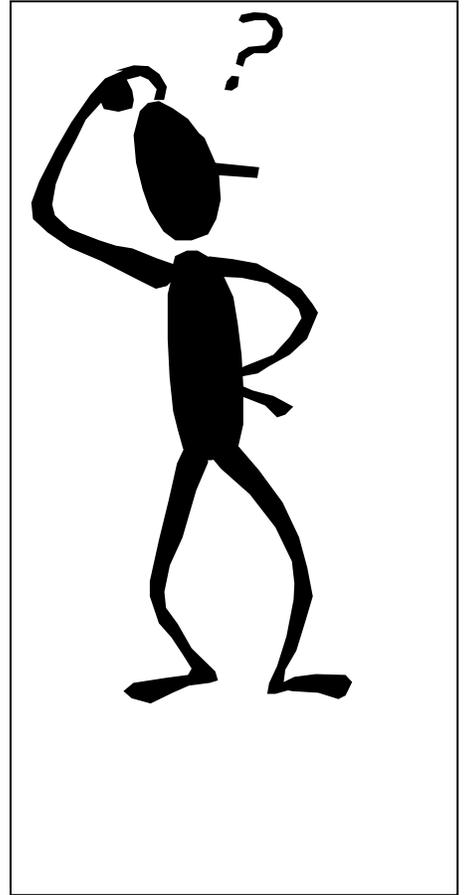
Name \_\_\_\_\_



### Why Do I Need A Plan?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_



What academic level do I want to achieve in school? \_\_\_\_\_

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What do I want to accomplish in life (work, family, leisure)?

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<p><b>Unit #1 Title:</b> Educational Plans Are Important</p> <p><b>Lesson Title:</b> Goal-Makers Win the Game! <span style="float: right;"><b>Lesson:</b> 2 of 2</span></p> <p><b>Grade Level:</b> 5</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and monitoring personal plan of study.</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.05: Recognize the importance of an educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>GOALS activity sheet An indoors basketball goal A basket ball writing materials</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>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others</p>
	<p>Goal 3: Recognize and solve problems</p>
	<p>Goal 4: Make decisions and act as responsible members of society</p>

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

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

	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify three goals.  
 The student will identify one road block that could get in the way of accomplishing each goal.  
 The student will identify the first step toward each goal.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will select long- and short-term goals in order to complete the “GOALS” activity sheet.

**Lesson Preparation**

**Essential Questions:** How can goals help me?  
  
**Engagement (Hook):** Ask students to think of a game they would like to win. If a student chooses basketball, call this student to the front of the class and give this student three chances to make a goal. Call one or two more basketball fans to do the same. Introduce the terms *educational goals* and *opportunities*.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>Counselor introduces/reviews the word <i>goal</i>.</li> <li>Give examples of educational or academic goals.</li> </ol> <p>(Short term):</p> <ul style="list-style-type: none"> <li>Finish all assignments on time.</li> <li>Do my homework.</li> <li>Prepare for a test.</li> <li>Have all my supplies.</li> </ul>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students give examples of goals.</li> <li>Students listen.</li> </ol>
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<p>(Long term):</p> <ul style="list-style-type: none"> <li>• Make the honor roll the next nine weeks.</li> <li>• Be promoted to the next grade.</li> <li>• Go to college or technical school.</li> <li>• Become a _____ (Favorite career).</li> </ul> <p>3. Pass out the <i>Goals</i> worksheet. Give directions and have students complete the activity. (Collect the completed activity sheets. Tell students that the activity sheets will be returned the next week by their teacher who will do an extension activity.)</p> <p>4. Explain the word <i>opportunity</i>. Emphasize that, unless they are retained, this is their only opportunity to do well in 5<sup>th</sup> grade, and each day in school will be their only opportunity to do well in school that day. Suggest that doing their best in school each day is the first step towards achieving academic goals.</p>	<p>3. Students complete the worksheet.</p> <p>4. Students listen and participate.</p>
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**Teacher Follow-Up Activities**

Teacher will review student activity sheets and have students orally share their written examples.

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

# GOALS



This is a goal... a basketball goal.



This is also a goal... the finish line.

There are other goals! Goals are worthwhile things you want to accomplish!!

1. Write a goal you want to reach in school this week. \_\_\_\_\_

\_\_\_\_\_

What is the first step to make it happen? \_\_\_\_\_

What roadblocks can get in the way? \_\_\_\_\_

2. Write a goal that you want to accomplish by the end of the school year. \_\_\_\_\_

\_\_\_\_\_

What is the first step to make it happen?

What roadblocks can get in the way?

3. Write a goal you want to reach when you become a teenager. \_\_\_\_\_

\_\_\_\_\_

What roadblocks can get in the way? \_\_\_\_\_

*I pledge to be loyal to my goals:*

\_\_\_\_\_

My Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Grade

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

<p><b>UNIT DESCRIPTION: Educational Plans Are Important</b></p> <p>Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for Middle School and Secondary Education classes; then to post High School life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. How can planning guide my future?</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 list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.		AD.6.A.05: Recognize the importance of an educational plan.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3	AD A.	Level 1

				L.5.4 L.5.5 L.5.6		
3. The student will develop a plan to reach at least three personal goals, including possible obstacles.		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 1
<b>ASSESSMENT DESCRIPTIONS*:</b>						
The student will select short- and long-term goals.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1 2 3	<b>See Lessons:</b> Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3	<b>See Lessons:</b> Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
Structured Overview (Ls. 1, 2) Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 1) Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 2) <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input 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](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

**Unit 1 Title:** Poppin' Personal Plan of Study (PPS)

**Grade Level:** 6

**Number of Lessons in Unit:** 3

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

**Best time of year to implement this Unit:** Early Fall Semester

**Lesson Titles:**

Lesson 1: Life Lingo

Materials/Special Preparations Required:

*Help Wanted* Story

*Life Lingo Activity Sheet* (vocabulary list, *Match the Lingo Activity*)

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x 11" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on [www.mcce.org](http://www.mcce.org) in the guidance e-learning center: <http://www.missouricareereducation.org/project/individualplan>)

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

(Samples of Resource files are available on [www.mcce.org](http://www.mcce.org) in the guidance e-learning center:

<http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf>)

**Missouri Comprehensive Guidance and Counseling Big Idea:**

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

**Grade Level Expectation (GLE):**

AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. (DOK Level - 4)

**American School Counselor Association (ASCA) National Standard:**

Academic Development

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

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

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one’s own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

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

**Unit Essential Questions:**

How do past experiences contribute to your future?  
 How does what you study in school relate to careers?

**Unit Measurable Learning Objectives:**

The student will define and analyze 16 vocabulary terms related to-PPS.  
The student will identify five components that are found on a personal plan of study.  
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.  
The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)  
 Indirect (Case Studies)  
 Experiential  
 Independent Study (Journals)  
 Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning)

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

**Assessment should relate to the performance outcome for goals, objectives and GLE.**  
**Assessment can be question answer, performance activity, etc.**  
Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

**Brief Summary of Unit:**

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

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

Students need to have an understanding of the career paths as they relate to their future goals for the future.

**Unit 1 Title:** Poppin' Personal Plan of Study

**Lesson Title:** Life Lingo

**Lesson 1 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.6 Developing and Monitoring Personal Plan of Study

**Grade Level Expectation (GLE):**

AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

*Help Wanted Story*

*Life Lingo Vocabulary* handout

*Matching Activity Page*

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and Writing Standard English 3. Reading and evaluating nonfiction works and material
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will define 16 vocabulary terms related to developing a personal plan of study.

**Lesson Formative Assessment (acceptable evidence):**

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

**Assessment can be question answer, performance activity, etc.**

The student will complete a vocabulary matching activity sheet.

**Lesson Preparation****Essential Questions:**

What specialized vocabulary words help people understand a personal plan of study?

**Engagement (Hook):**

Read the *Help Wanted* Story to students.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Read introductory <i>Help Wanted</i> story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to put an asterisk (*) next to terms they know and a question mark next to terms unknown to them. Work in pairs to define each others unknown terms and make a list of terms neither student knows. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the <i>Life Lingo Vocabulary</i> handout.	3. Students complete activity sheets in class.
4. Read <i>Help Wanted</i> story again and ask students to put the story in their own words.	4. Students paraphrase story to demonstrate understanding of vocabulary words.
5. Closure: Review the main points of the lesson.	5. Closure: Students will share the main points of the lesson.

**Teacher Follow-Up Activities**

The teacher will review the vocabulary used during the lesson.

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

## HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She may need further training or to study a specific subject in school to better prepare for this job?

After investigating what she still needs to learn and she what training is available she develops a plan to get the skills she needs. She can't wait to get started on her plan so she able to get this job she wants.

# Life Lingo

career path	training/education
personal plan of study	awards
volunteer or community service work	requirements for MS
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
school subjects	high school requirements

Read the definition. Write the word that matches the definition on the line.

- \_\_\_\_\_ a long term job or chosen work area
- \_\_\_\_\_ groups formed with a common goal
- \_\_\_\_\_ honors given for doing something well
- \_\_\_\_\_ classes you need to complete in middle school
- \_\_\_\_\_ activities in which you participate with your family  
(examples: family nights, vacations, babysitting)
- \_\_\_\_\_ knowledge or ability to do things others may not  
be able to do
- \_\_\_\_\_ classes needed to graduate from high school
- \_\_\_\_\_ work which is done for free; either individually or  
as a part of a group
- \_\_\_\_\_ writing, speaking, and listening skills
- \_\_\_\_\_ instruction to learn skills or knowledge
- \_\_\_\_\_ a document that includes a person's educational  
plans
- \_\_\_\_\_ before or after school activities
- \_\_\_\_\_ math, English, art, science, music, social studies
- \_\_\_\_\_ a goal; explaining what job you are seeking and  
why
- \_\_\_\_\_ jobs I have done
- \_\_\_\_\_ subjects in school I enjoy and in which I excel

# Answer Sheet

## Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

career path	a long term job or chosen work area
organization	groups formed with a common goal
awards	honors given for doing something well
requirements for MS	classes you need to complete in middle school
family experiences	activities in which you participate with your family (examples: family nights, vacations, babysitting)
special skills	knowledge or ability to do things others may not be able to do
high school requirements	classes needed to graduate from high school
volunteer or community service	work which is done for free; either individually or as a part of a group
communication skills	writing, speaking, and listening skills
training/education	instruction to learn skills or knowledge
personal plan of study	a document that includes a person's educational plans
extra-curricular activities	before or after school activities
school subjects	math, English, art, science, music, social studies
objective	a goal; explaining what job you are seeking and why
work history	jobs I have done
academic strengths	subjects in school I enjoy and in which I excel

<b>Unit 1 Title:</b> Poppin’ Personal Plan of Study	
<b>Lesson Title:</b> Cool Stuff I’ve Done	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

<p>Sample Personal Plan of Study for projection display</p> <p>Sticky notes – one color for each group</p> <p>Pages for each component of a Personal Plan of Study: one set for each small group (8 ½”x 11” pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements</p> <p>Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)</p> <p>(Samples of the PPS are available on <a href="http://www.mcce.org">www.mcce.org</a> in the guidance e-learning center: <a href="http://www.missouricareereducation.org/project/individualplan">http://www.missouricareereducation.org/project/individualplan</a>)</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify five components that are found on a personal plan of study.  
 The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE.**  
**Assessment can be question answer, performance activity, etc.**  
 The student will separate life experiences into the Personal Plan of Study components.

**Lesson Preparation**

**Essential Questions:**  
 What types of life experiences have you had? What do you still need to learn?

**Engagement (Hook):**  
 Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue).</li> <li>2. Say, “On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates.”</li> </ol> <p>You may need to give an example or two to</p>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a pencil to the group with them.</li> <li>2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.</li> </ol>
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<p>stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p> <p>3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.</p> <p>4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p> <p>5. Discuss placement of activities in respective categories.</p> <p>6. Closure: Review main points of the lesson.</p>	<p>3. Students will explain their experience and place the sticky note on a component page.</p> <p>4. Students will place sticky notes in appropriate component.</p> <p>5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).</p> <p>6. Closure: Students will share main concepts discussed during the lesson.</p>
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**Teacher Follow-Up Activities**

The teacher will review the information shared during the lesson.

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

## Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc...):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc...):

Other skills attained:

# CAREER PATH OF INTEREST SHEET

# EDUCATION/TRAINING SHEET

# AWARDS SHEET

# ORGANIZATIONS SHEET

# WORK HISTORY SHEET

# **VOLUNTEER/COMMUNITY SERVICE SHEET**

# OTHER SKILLS SHEET

<p><b>Unit 1 Title:</b> Poppin’ Personal Plan of Study</p> <p><b>Lesson Title:</b> Cool Stuff I Can Do <span style="float: right;"><b>Lesson 3 of 3</b></span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 1 30-minute session</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study.</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> 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.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Sample Resource file (portfolio) (Samples of Resource files are available on <a href="http://www.mcce.org">www.mcce.org</a> in the guidance e-learning center: <a href="http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf">http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf</a>)</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>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>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. exchange information, questions an ideas while recognizing the perspectives of others</p> <p>6. apply communication techniques to the job search and to the workplace</p> <p>7. use technological tools to exchange information and ideas</p>
X	<p>Goal 3: recognize and solve problems</p> <p>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>6. examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p>

1. explain reasoning and identify information used to support decisions
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadline and accomplish goals
6. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
Mathematics	
X Social Studies	SS6-relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

**Lesson Formative Assessment (acceptable evidence):**

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

Students will share a written reflection narrative (paragraph) of Cool Stuff I Can Do generated from discussion of activities, their placement on the resume, and what character and or work traits they will continue to develop in school.

**Lesson Preparation**

**Essential Questions:**  
How does one develop and demonstrate character and/or work traits?

**Engagement (Hook):**  
Counselor asks, “Let’s imagine we are 6 years in the future and you are about to graduate high school. What personal character traits or work habits do you need to develop and demonstrate to reach your future goals?”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Review the purpose of a Personal Plan of Study and what it tells about us.</li> <li>2. Display the resource file (portfolio) and discuss the importance of each item.</li> <li>3. Say, “Today’s assignment is for each of you to imagine you are a senior in high school. Write a paragraph about at least three activities you have participated in that demonstrate personal character and/or work traits, using the resource file checklist as a guide.”</li> <li>4. Walk around class to check everyone’s progress and assist students who are having difficulties.</li> <li>5. Ask volunteers to read their narrative.</li> <li>6. Closure: Review the main points of the lesson..</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.</li> <li>2. Students participate in discussion.</li> <li>3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits.</li> <li>4. Students continue to work on personal reflection narrative activities.</li> <li>5. Students will volunteer to share their narratives.</li> <li>6. Closure: Students will share the main points of the lesson.</li> </ol>

**Teacher Follow-Up Activities**

The teacher will have an opportunity to review the personal reflection narratives.

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

**COURSE INTRODUCTION:****Academic Development**

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

**Applying skills needed for educational achievement.**

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

**Applying the skills of transitioning between educational levels.**

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

**Developing and monitoring personal plan of study.**

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

<b>UNIT DESCRIPTION: Poppin’ Personal Plans of Study</b>  Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.		<b>SUGGESTED UNIT TIMELINE:</b> 3 Lessons  <b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  1. Why do I need to plan what I learn?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
<p><b>ASSESSMENT DESCRIPTIONS:</b></p> <p>Students will share a written reflection narrative (paragraph) of “Cool Things I Can Do” generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.</p>						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	___X___ Direct ___X___ Indirect _____ Experiential ___X___ Independent study ___X___ Interactive Instruction					
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I’ve Done Lesson 3 Cool Stuff I Can Do					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I’ve Done					

4	<b>Lesson 3 Cool Stuff I Can Do</b>				
	<p><b><u>Direct:</u></b></p> <ul style="list-style-type: none"> <li>_____ Structured Overview</li> <li>_____ Lecture</li> <li>_____ Explicit Teaching (Ls. 1)</li> <li>_____ Drill &amp; Practice (Ls. 1)</li> <li>_____ Compare &amp; Contrast</li> <li>_____ Didactic Questions</li> <li>_____ Demonstrations</li> <li>_____ Guided &amp; Shared - reading, listening, viewing, thinking (Ls. 1)</li> </ul>	<p><b><u>Indirect:</u></b></p> <ul style="list-style-type: none"> <li>_____ Problem Solving</li> <li><input checked="" type="checkbox"/> Case Studies (Ls. 1)</li> <li>_____ Reading for Meaning</li> <li>_____ Inquiry</li> <li>_____ Reflective Discussion</li> <li>_____ Writing to Inform</li> <li>_____ Concept Formation</li> <li>_____ Concept Mapping</li> <li><input checked="" type="checkbox"/> Concept Attainment</li> <li>_____ Cloze Procedure</li> </ul>	<p><b><u>Experiential:</u></b></p> <ul style="list-style-type: none"> <li>_____ Field Trips</li> <li>_____ Narratives</li> <li>_____ Conducting Experiments</li> <li>_____ Simulations</li> <li>_____ Games</li> <li>_____ Storytelling</li> <li><input checked="" type="checkbox"/> Focused Imaging</li> <li>_____ Field Observations</li> <li>_____ Role-playing</li> <li>_____ Model Building</li> <li>_____ Surveys</li> </ul>	<p><b><u>Independent Study</u></b></p> <ul style="list-style-type: none"> <li>_____ Essays</li> <li>_____ Computer Assisted Instruction</li> <li><input checked="" type="checkbox"/> Journals (Ls. 3)</li> <li>_____ Learning Logs</li> <li>_____ Reports</li> <li>_____ Learning Activity Packages</li> <li>_____ Correspondence Lessons</li> <li>_____ Learning Contracts</li> <li>_____ Homework</li> <li>_____ Research Projects</li> <li>_____ Assigned Questions</li> <li>_____ Learning Centers</li> </ul>	<p><b><u>Interactive Instruction</u></b></p> <ul style="list-style-type: none"> <li>_____ Debates</li> <li>_____ Role Playing</li> <li>_____ Panels</li> <li><input checked="" type="checkbox"/> Brainstorming (Ls. 2)</li> <li><input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1)</li> <li><input checked="" type="checkbox"/> Discussion (Ls. 1, 2, 3)</li> <li>_____ Laboratory Groups</li> <li>_____ Think, Pair, Share</li> <li><input checked="" type="checkbox"/> Cooperative Learning (Ls. 2)</li> <li>_____ Jigsaw</li> <li>_____ Problem Solving</li> <li>_____ Structured Controversy</li> <li>_____ Tutorial Groups</li> <li>_____ Interviewing</li> <li>_____ Conferencing</li> </ul>
<p><b>UNIT RESOURCES:</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a></p>					

<b>Unit 1 Title:</b> My Path to Success	<b>Grade Level:</b> 7
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Late Spring Semester	
<b>Lesson Titles:</b>	
Lesson 1: Graphing My Path to Success	
Materials/Special Preparations Required:	
Student transcript of grades obtained from files	
Graph paper	
Colored pencils	
Lesson 2: Analyzing My Path to Success	
Materials/Special Preparations Required:	
Graphs from Lesson 1	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
AD.6: Developing and Monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b>	
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning. (DOK Level -3)	
<b>American School Counselor Association National Standard (ASCA):</b>	
Academic Development	
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English
X Mathematics	3. data analysis, probability and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

How does my current academic performance affect later career and education choices?

**Unit Measurable Learning Objectives:**

The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.  
 The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)  
 Indirect (Reflective Discussion; Concept Mapping)  
 Experiential (Charting/Graphing)  
 Independent Study (Journals; Reports)  
 Interactive Instruction

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

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

**Brief Summary of Unit:**

In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

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

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

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

**Unit 1 Title:** My Path to Success

**Lesson Title:** Graphing My Path to Success

**Lesson 1** of 2

**Grade Level:** 7

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

Student transcript of grades  
Graph paper  
Colored pencils

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. speaking and writing standard English
X Mathematics	3. data analysis, probability and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
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Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will construct a graph of his/her grades from last year and the reporting period of the current year in order to assess his/her strengths and weaknesses.

**Lesson Formative Assessment (acceptable evidence):**

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

Students will self-assess by analyzing completed graphs of academic ability and performance and comparing results to requirements for career goals.

**Lesson Preparation**

**Essential Questions:**  
How does my academic performance affect later career/education choices?

**Engagement (Hook):**  
The counselor will ask the students if they have ever seen people looking at graphs to analyze data. Ask students to provide examples. Project or display examples of graphs. Counselor asks the students why businesses analyze information such as this.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>After the hook, the counselor tells the students that today they are going to graph information regarding personal performance in school. The counselor will provide students with their individual grades. These grades could be from last school year and the first reporting period of the current school year or a series of bi-weekly or progress reports. Students will create a line graph with all courses plotted on the graph. The counselor will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. If a school district has access to computers, students could create the graphs electronically in a spreadsheet program.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students construct a graph to demonstrate and self-assess strengths and weaknesses in academic performance and ability.</li> </ol>
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2. The counselor will collect grades and completed graphs to be used in the next lesson.	2. Students turn in grades and completed graphs.
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**Teacher Follow-Up Activities**

The counselor may need to follow up with an additional session to allow time for the completion of the graphs.

PLEASE NOTE: Be certain to address confidentiality of data. All data, including graphs, should be kept confidential as would be done with a test taken in the classroom. Students may, however, volunteer to share.

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

**Unit 1 Title:** My Path to Success

**Lesson Title:** Analyzing My Path to Success

**Lesson 2 of 2**

**Grade Level:** 7

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.6: Developing and Monitoring Personal Plan of Study

**Grade Level Expectation (GLE):**

AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

Graphs from previous lesson

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English
X Mathematics	3. data analysis, probability and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
Students will self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

**Lesson Preparation**

**Essential Questions:**  
How does my academic performance affect later career/education choices?

**Engagement (Hook):**  
The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.	1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.	2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Following summarization, students will write a <i>So What</i> paragraph... I know more about my strengths, weaknesses and trends. <i>So What?</i> What do I need to do to attain my goals?	3. Student will continue above entry with <i>So What</i> paragraph.
4. The counselor collects and secures grades	4. Students submit their personal grades,

and files the completed graphs and journal entries in the students' career folders.

completed graphs, and journal entries to counselor.

**Teacher Follow-Up Activities**

The teacher may review student journals and graphs.

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

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

<b>UNIT DESCRIPTION: My Path to Success</b>		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons				
In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.		<b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>						
1. How does my current academic performance affect later career and education choices?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.		AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.		SL.6-8.1 SL.6-8.2 SL.6-8.5 L.7.3	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 3
2. The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.		AD.6.A.07		WHST.6-8.4 L.7.1 L.7.2 L.7.3 L.7.5 L.7.6	AD B	Level 3
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.						

<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success				
	<u><b>Direct:</b></u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 1) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Charting/Graphing (Ls. 1)	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals (Ls. 2) <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 2) <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><b>Interactive Instruction</b></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
<b>UNIT RESOURCES:</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**Unit 1 Title:** Planning for Life

**Grade Level:** 8

**Number of Lessons in Unit:** 3

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

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

**Lesson Titles:**

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

Student Career Folder

*Career Clusters Sheet*

*High School Vocabulary Sheet*

High School Students/Mentors to perform Pitfalls Skit

Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

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

*High School Vocabulary Sheet*

*Career Clusters Sheet*

My Chosen Career Cluster Plan of Action Template and Sample

Paper and Writing Instrument

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

Materials/Special Preparations Required:

District Graduation Requirements

District A+ Planner

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

District Course Descriptions

*High School Vocabulary Sheet*

*Career Clusters Sheet*

High School Students/Mentors,

Completed Student Career Folders

Teacher Recommendations

Paper and Writing Instrument

**Missouri Comprehensive Guidance Counseling Big Idea:**

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

**Grade Level Expectation (GLE):**

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

**American School Counselor Association National Standard (ASCA):**

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

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

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

**Unit Essential Questions:**

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

**Unit Measurable Learning Objectives:**

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

**Brief Summary of Unit:**

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

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

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

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

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

**Unit # 1 Title:** Planning for Life

**Lesson Title:** Finding My Career Direction

**Lesson:** 1 of 3

**Grade Level:** 8

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.6: Developing and Monitoring Personal Plan of Study

**Grade Level Expectation (GLE):**

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

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

High School Vocabulary Sheet

*Career Clusters Sheet*

High school students/mentors to perform Pitfalls Skit

Student Career Folder

Paper and Writing Instrument

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

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

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. speaking and writing standard English
	Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Measurable Learning Objectives:

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

### Lesson Formative Assessment (acceptable evidence):

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

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

### Lesson Preparation

**Essential Questions:**

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

**Engagement (Hook):**

High school students perform skit Pitfalls

### Procedures

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

5. Counselor instructs students to write a journal entry personalizing the career cluster activity.

5. Students write a journal entry personalizing the career cluster activity.

**Teacher Follow-Up Activities**

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

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

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# High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

## Pitfalls

Student 1: What's the matter with you?

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

Student 1: Geez, what happened?

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

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

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

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

Student 2: Really?

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

Student 1: What's the matter with you?

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

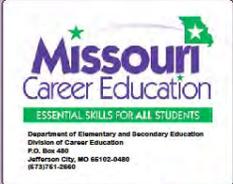
Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take....just seeing where they happened to end up?

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

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

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

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**Unit # 1 Title:** Planning for Life

**Lesson Title:** Mapping My Career Direction

**Lesson:** 2 of 3

**Grade Level:** 8

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.6: Developing and Monitoring Personal Plan of Study

**Grade Level Expectation (GLE):**

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

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

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

*High School Vocabulary Sheet*

*Career Clusters Sheet*

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

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

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

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

**Academic Content Area(s)**

**Specific Skill(s)**

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

### Enduring Life Skill(s)

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

### Lesson Measurable Learning Objectives:

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

### Lesson Formative Assessment (acceptable evidence):

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

### Lesson Preparation

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

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

### Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Middle school counselor will introduce high school counselor(s).	1. Students become acquainted with and have an opportunity to ask questions of the high school counselor.
2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.	2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study.
3. Counselor assists students in completing the <i>Choosing My Career Cluster</i> worksheet.	3. Students use the information from their career portfolios to complete the <i>Choosing My</i>

<p>4. Counselor will lead a discussion regarding successful performance in classes.</p> <p>5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.</p>	<p><i>Career Cluster.</i></p> <p>4. Students will show their understanding of the importance of succeeding in classes through class discussion</p> <p>5. Students will write a paragraph describing their career cluster choice.</p>
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**Teacher Follow-Up Activities**

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

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

## CHOOSING MY CAREER CLUSTER

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My Chosen Career Cluster...

Health Services

The Career I think I would like....

Registered Nurse (B.S.N.)

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

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

University of MO-Columbia

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

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

## CHOOSING MY CAREER CLUSTER

---

My Chosen Career Cluster...

---

The Career I think I would like....

---

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

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

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Career Goal

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

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

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# High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

**Unit # 1 Title:** Planning for Life

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

**Grade Level:** 8

**Length of Lesson:** 30 min.

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.6: Developing and Monitoring Personal Plan of Study

**Grade Level Expectation (GLE):**

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

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

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

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

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

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete a Personal Plan of Study.

**Lesson Formative Assessment (acceptable evidence):**

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

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

**Lesson Preparation**

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

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

**Procedures**

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

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

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

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

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

# High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan

FIND YOUR FUTURE IN CAREER PATHS & CAREER CLUSTERS



## **Academic Development**

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

### **Applying skills needed for educational achievement.**

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

### **Applying the skills of transitioning between educational levels.**

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

### **Developing and monitoring personal educational plans.**

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

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

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

	(Ls. 1) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Instruction <input checked="" type="checkbox"/> Journals (Ls. 1, 2, 3) <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 2, 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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**UNIT RESOURCES:**

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

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

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

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6

**Time Required for each lesson:** 30-50 minutes

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

**Lesson Titles:**

**Grade 9**

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

School course description books or enrollment guides

High school graduation requirements

List of graduation requirements

Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

Copy of students' transcripts

Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.

High school course description book or enrollment guide for class point value

**Grade 10**

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

Materials/Special Preparations Required:

Individual Students Portfolios, including Personal Plan of Study

High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

Speakers or representatives from a Career Education Center

**Grade 11**

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

Materials/Special Preparations Required:

ACT Test Dates and ACT Information

ACT Prep Classes Information

Visitation Dates for Post-Secondary Options

Literature for Education/Training Options

Career Fair Dates

ASVAB Test Dates

PSAT Dates

Dual Enrollment Information

College Day Visitation Information

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

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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations</p>
X Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p>
Science	
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

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

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

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

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

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

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

**Brief Summary of Unit:**

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

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

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

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

**Materials (include activity sheets and/ or supporting resources)**

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

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

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

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

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete <i>Graduation Requirements Review</i> activity sheet.
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**Lesson Formative Assessment (acceptable evidence):**

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

<p><b>Essential Questions:</b>                  Why am I attending high school? What will I need to do in high school to reach my goals?</p> <p><b>Engagement (Hook):</b> The counselor will wear or carry in a graduation cap.                  Can you graduate by _____? How do you know?</p>
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**Procedures**

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

**Teacher Follow-Up Activities**

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

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

## Graduation Requirements Review

1. \_\_\_\_\_ is the number of credits required to graduate from \_\_\_\_\_.  
(my high school)
2. \_\_\_\_\_ classes include English, math, science, social studies.
3. \_\_\_\_\_ is an example of the practical arts.
4. An example of the fine arts is \_\_\_\_\_.
5. How many physical education classes are required for graduation? \_\_\_\_\_
6. G.P.A. is the acronym for \_\_\_\_\_.
7. When does the calculation of your high school G.P.A. begin? \_\_\_\_\_
8. What does class rank mean? \_\_\_\_\_
9. High School Transcripts begin with courses at the \_\_\_\_\_ grade level.

Printed name

\_\_\_\_\_

First MI Last

Signature

<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Evaluating Transcripts	<b>Lesson:</b> 2 of 6
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 45-50 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.09: Monitor and revise Personal Plan of Study	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

<p>Copies of students’ transcripts                  Whiteboard, SMART Board, other means to display formula for GPA including values of letter grades                  High school course description book or enrollment guide for class point values.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>Mathematics</p> <p>1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations</p>

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

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

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will review transcripts and compute individual Grade Point Averages.

**Lesson Preparation**

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

**Engagement (Hook):**  
 What does your transcript say about you? How does your GPA impact graduation requirements?

**Procedures**

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

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

**Teacher Follow-Up Activities**

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

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

<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Review and Revision of My Personal Plan of Study	<b>Lesson:</b> 3 of 6
<b>Grade Level:</b> 10	<b>Length of Lesson:</b> 45-50 minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for lifelong learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

Portfolios, including Personal Plan of Study. Course description books or enrollment guides
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Reason inductively from a set of specific facts and deductively from general premises 5. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.  
 The student will review and revise Personal Plan of Study to determine career cluster and related coursework.

**Lesson Formative Assessment (acceptable evidence):**

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

Revisions of students’ Personal Plan of Study, based on their use of their freshman year grades and course description booklets

**Lesson Preparation**

**Essential Questions:**  
 How does your Personal Plan of Study reflect your life/career/educational goals?

**Engagement (Hook):** Imagine we are 5 years in the future. Where do you live? What are you doing? What did you have to do to get where you are?

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Hand out students’ Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades. First semester grades may need to be provided.</li> <li>2. Ask students to identify the career cluster that they are following and divide students into small groups by career clusters.</li> <li>3. Counselor should monitor/review the students’ revisions with them.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will review and rethink plans and revise based on changing interests and 1<sup>st</sup> semester grades.</li> <li>2. In their groups, have the students review the course selections of their career cluster for the next 3 years by using high school course description books or enrollment guides.</li> <li>3. Students will revise information on their Personal Plan of Study, sign and date changes.</li> </ol>
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<p>4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans...file one; return other to student.</p>	<p>4. Students hand in Personal Plan of Study and description course books.</p>
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**Teacher Follow-Up Activities**

Have student write an essay/term paper on career choices or educational goals.

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

<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Career Resources	<b>Lesson</b> 4 of 6
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 50-60 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

Speaker or representative from a Career Education Center. Career Center sample applications for training programs and other post-secondary options.
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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

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

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

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete one or more sample application(s) for post-secondary programs.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students planning to attend a career center will apply by the announced deadline.  
 The student will complete an application form for one or more post-secondary options.

**Lesson Preparation**

**Essential Questions:**  
 How do I get technical/career skills? What if I don't want to attend a four-year college?  
 What is career education?

**Engagement (Hook):** Is Career Education Center for you? If so, what would that future experience look like for you? If not, how might it look for someone else?

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will introduce speaker/ representative from a Career Education Center.</li> <li>2. Speaker or representative from a Career Education Center shares information about the center.</li> <li>3. The counselor shares Career Center sample applications for training programs and other post-secondary options.</li> <li>4. The counselor instructs students to complete</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will welcome the speaker.</li> <li>2. Students listen to the presentation about vocational/technical institutes and ask questions.</li> <li>3. Students will review information to make decisions in regards to making post-secondary choices or researching their options.</li> <li>4. Students complete one or more</li> </ol>
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one or more applications.	applications.
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**Teacher Follow-Up Activities**

Teachers are encouraged to announce application deadlines for vocational technical institutes.  
Teachers are encouraged to recommend students who may need a vocational assessment.

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

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<p><b>Unit #1 Title:</b> My Personal Plan of Study</p> <p><b>Lesson Title:</b> Evaluating and Revising the Personal Plan of Study      <b>Lesson:</b> 5 of 6</p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 30-45 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.11: Evaluate and revise Personal Plan of Study for life-long learning.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development B. Students will make decisions, set goals, and take necessary action to achieve goals.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>ACT Test Dates and ACT Information          ACT Prep Class Information          Visitation Dates for Post-Secondary Options          Literature for Education/Training Options          Career Fair Dates          ASVAB Test Dates          PSAT Dates          Dual Enrollment Information          College Day Visitation Information          Information on Credit Recovery</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> </ol>
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examines problems and proposed solutions from multiple perspectives</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> </ol>

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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will establish an individual calendar of important dates and activities related to his/her Personal Plan of Study.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
The students will select events to attend that support their Personal Plan of Study.

**Lesson Preparation**

**Essential Questions:**  
How do you revise your **Personal Plan of Study** for life-long learning?

**Engagement (Hook):**  
Do you need to change your Personal Plan of Study? Show students their credit study sheets.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Present calendar with information on upcoming events for 11 <sup>th</sup> grade students.	1. Students will participate or sign up for upcoming events that are of personal interest.
2. Encourage students to gather information materials when they participate in events.	2. Students will review the materials and make note of information to remember.

<p>3. Explain credit reviews and Personal Plan of Study meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit reviews and plan revisions.</p> <p>4. Counselor instructs students to include the dates of at least three important events in their planners.</p>	<p>3. Students will review the process for making appointments. They will schedule an appointment with counselor.</p> <p>4. Students record the dates of at least three important events in their planners.</p>
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**Teacher Follow-Up Activities**

The teacher will follow up and reinforce the information shared during the session.

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

<p><b>Unit #1 Title:</b> My Personal Plan of Study</p> <p><b>Lesson Title:</b> Assessing Personal Plan of Study for Life-Long Learning    <b>Lesson:</b> 6 of 6</p> <p><b>Grade Level:</b> 12</p> <p><b>Length of Lesson:</b> 30-35 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development B. Students will make decisions, set goals, and take necessary action to achieve goals.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Worksheet titled <i>Personal Plan of Study Review for Seniors</i> Personal Plan of Study/Portfolios</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> </ol>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> <li>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	<p>Mathematics</p>

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete *Personal Plan of Study Review for Seniors*.  
 The student will write a letter to his/her future self about goals and planning for the future.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will review and revise their Personal Plan of Study and write letters to their future selves.

**Lesson Preparation**

**Essential Questions:**  
 Have you implemented your Personal Plan of Study necessary for life-long learning? Are you educationally prepared to go on beyond high school?

**Engagement (Hook):**  
 What have you accomplished to date? Has your Personal Plan of Study helped you to further your educational goals? (Use credit study review)

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>The counselor will discuss the value of present and future personal plan of study and goals with students.</li> <li>The counselor will pass out <i>Personal Plan of Study Review for Seniors</i> and give instructions for completing it.</li> <li>After the worksheet is completed the counselor will ask students to rethink and</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students will review and reflect on the development and appropriateness of their plans.</li> <li>The students will complete <i>Personal Plan of Study Review for Seniors</i> worksheet after instructions are given. Students will discuss the information on their <i>Personal Plan of Study Review for Seniors</i> worksheet.</li> <li>Students will write a letter to themselves. Letters include reflections about benefits of</li> </ol>
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revise life-long learning plans.	planning for the future and reminders of life goals established at the end of high school.
4. Counselor will arrange for letters to be mailed in 5 years.	4. Stamped self addressed letters will be given to counselor for mailing in 5 years.

**Teacher Follow-Up Activities**

Collect *Personal Plan of Study Review for Seniors* worksheets that were not completed during the session.

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

# Personal Plan of Study Review for Seniors

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

a. trade/technical school \_\_\_\_\_.  
(trade certificate or other certification)

b. military \_\_\_\_\_.

c. two year college \_\_\_\_\_.  
(certificate or associates degree)

d. four year college/university \_\_\_\_\_.  
(degree)

e. on-the-job training \_\_\_\_\_.  
(type of training)

f. go directly into the work force \_\_\_\_\_.  
(type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion



## **Academic Development**

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

### **Applying skills needed for educational achievement.**

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

### **Applying the skills of transitioning between educational levels.**

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

### **Developing and monitoring personal educational plans.**

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

<p><b>UNIT DESCRIPTION: My Personal Plan of Study</b></p> <p>Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12<sup>th</sup> grade, plans will have been revised and fully implemented for lifelong learning.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 6 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30-50 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. What happens if I change my goals?</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 complete <i>Graduation Requirements Review</i> activity sheet.		AD.6.A.09:  Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B.  Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

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

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete “Personal Plan of Study Review for Seniors”.		AD.6.A.12:  Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential					

	<input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 4) <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1,2,4,5) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	<u><b>Indirect:</b></u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,2,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls.4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 6)	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals (Ls. 6) <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Sheets (Ls. 2,3,6) <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts (Ls. 5) <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research (Ls. 1,3) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls.1,3) <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES:**

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

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