Unit #1 Title: The Many Faces of Me **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Best time of year to implement this Unit: Anytime (May be used to start off the year, or throughout the year as a refresher)

Lesson Titles:
Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me
Materials/Special Preparations Required
Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
Construction or card stock paper
Markers
Worksheet: *Feelings* worksheet (attached)

Lesson 2: How I Act Is Who I Am
Materials/Special Preparations Required
2 puppets
Posters of the words "Caring" "Responsible" "Respectful" "Cooperative"

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

Grade Level Expectations (GLEs):
PS.1.A.0K Identify basic feelings. (DOK Level - 1)
PS.1.B.0K Identify personal roles in the family. (DOK Level - 1)
PS.1.C.0K Identify character traits needed for different situations. (DOK Level - 1)

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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

Unit Essential Questions:

What are feelings?
Why is it important to understand/recognize different feelings?
How do I learn how to act in different situations?

Unit Measurable Learning Objectives:

The student will identify and draw the four basic feelings.
The student will identify four character traits needed for different situations.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Didactic Questions; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Formation)
_X_ Experiential (Role-Playing)
___ Independent Study
_X_ Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.

Brief Summary of Unit:
Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a *Feelings* worksheet.

Lesson two, through a discussion with two puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.

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

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Unit #1 Title: The Many Faces of Me

Lesson Title: Happy, Sad, Scared and Mad: All Belong To Me **Lesson** 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.1.A.0K Identify basic feelings.

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

Materials (include activity sheets and/ or supporting resources)

Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
Construction or card stock paper
Markers
Worksheet: *Feelings* worksheet (attached)

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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

Lesson Measurable Learning Objectives:

The student will identify and draw the four basic feelings.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will draw the four basic feelings.

Lesson Preparation

Essential Questions:
What are feelings?
Why is it important to understand feelings?

Engagement (Hook):
Counselor explains that the class will be discussing feelings. There are 4 cards on the floor. With each card held up, the students will identify the feelings and demonstrate what that feeling looks like. Counselor participates with the group.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor tells students that today they will be talking about feelings. Each of the cards on the floor has one of the four feelings being talked about today.	1. Students are sitting in a circle on the floor.
2. Counselor randomly chooses a card, and shows it to the group. “Tell me the feeling that is on the card. Now, show me how your face would look if you were feeling this way.”	2. Students respond accordingly.
3. “What are some reasons that you might feel this way?”	3. Students give examples.
4. “What are some different ways that a person might show this feeling?” (Counselor should focus discussion on appropriate ways of expressing the feelings.)	4. Students give examples.

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5. Repeat steps 2-4 for each feeling.	5. Allow every student a chance to respond.
6. "Why is it important for us to express our feelings?"	6. Students respond.
7. Students will complete the *Feelings* worksheet. Counselor may need to lead the students in completion of the worksheet.	7. Students draw their responses.

Teacher Follow-Up Activities

The classroom teacher would compliment appropriate expression of feelings, and redirect any inappropriate expressions. The teacher and counselor would collaborate/consult on students having difficulties in any area.

Counselor reflection notes (completed after the lesson)

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FEELINGS

Happy	Sad
Mad	**Scared**

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Unit #1 Title: The Many Faces Of Me

Lesson Title: How I Act Is Who I Am **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

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

Grade Level Expectations (GLEs):
PS.1.B.0K Identify personal roles in the family.
PS.1.C.0K Identify character traits needed for different situations.

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

Materials (include activity sheets and/ or supporting resources)

2 puppets
Posters of the words "Caring" "Responsible" "Respectful" "Cooperative"

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating 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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify four character traits needed for different situations.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will share information about the roles they play in their families, and the accompanying character traits.

Lesson Preparation

Essential Questions:
What roles do people have in families? How do people know how to act?

Engagement (Hook):
Puppets have a discussion about the roles they play in their families. Through class discussion, counselor will continuously refer back to the roles that the puppets shared.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppet 1 says: "When I go home after school, I have to feed my dog." (Helper role) Puppet 2: "I don't have a dog, but I have to feed my goldfish." (Helper role)	1. Students listen.
2. "We would say that when they make sure that their pets are fed every day, they are being responsible. Someone tell me something that they do at home that shows they are responsible." Counselor holds up the poster of "Responsible."	2. Allow 2 or 3 students to offer examples.
3. Puppet 1: "After I feed my dog, I have to play with my baby sister while my mom fixes supper." (Son/Daughter role) Puppet 2: "I don't have any brothers and sisters, but I spend time with my grandma who lives with us."	3. Students listen.

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(Grandson/Granddaughter role)	
4. "When Puppet 1 plays with his sister, and Puppet 2 spends time with grandma, they are being caring. Someone tell me something that they do at home that shows how caring they are." Hold up poster of "Caring."	4. Allow 2 or 3 students to offer examples.
5. Puppet 1: "Before I go to bed, I have to pick up my toys and my sister's toys." (Big Brother/Sister role) Puppet 2: "After supper, I have to help my mom with the dishes." (Helper role) Puppets: We have a lot of things to do!!	5. Students listen.
6. "When Puppet 1 picks up his toys and helps his sister pick up her toys, and Puppet 2 helps his mom with the dishes, they are being cooperative. Someone tell me something they do at home that shows cooperation." Hold up poster of "Cooperative."	6. Allow 2 or 3 students to offer examples.
7. Puppet 1 looks at counselor and says, "You know, the boys and girls have listened so well, and have given such good answers today." Puppet 2 pipes up, "You are right! These boys and girls have shown a lot of respect!" Hold up poster of "Respectful."	7. Students listen.
8. Counselor: "We have talked about feelings before, and I'm wondering what kinds of feelings you have when you are respectful, cooperative, caring, and responsible. Who can give me some examples of feelings?"	8. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).
9. Counselor: "One last question: How do you think others feel when you are respectful of them, or cooperate with them, or show caring, or are responsible?"	9. Allow several students to offer their thoughts.

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10. End by thanking them for being such a caring, respectful, cooperative and responsible class. Everyone give him/herself a pat on the back.	10. Students pat themselves on back.

Teacher Follow-Up Activities

Teacher can catch students demonstrating these character traits, complimenting them for this behavior. Teacher can redirect those having difficulty exhibiting the traits, conferring with counselor as necessary.

Counselor reflection notes (completed after the lesson)

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RESPONSIBLE

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CARING

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COOPERATIVE

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RESPECTFUL

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: The Many Faces of Me Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a Feelings Worksheet. Lesson two, through a discussion with 2 puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 20 – 30 minutes each

ESSENTIAL QUESTIONS:
1. What are feelings?
2. Why is it important to understand/recognize different feelings?
3. How do I learn how to act in different situations?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify and draw the four basic feelings.		PS.1.A.0K Identify basic feelings. PS.1.B.0K Identify personal roles in the family. PS.1.C.0K Identify character traits needed for different situations.		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 1 Level 1
2. The student will identify four character traits needed for different situations.		PS.1.A.0K PS.1.B.0K PS.1.C.0K		RF.K.2 RF.K.3 W.K.8	P/SD A	Level 1 Level 1 Level 1

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6		

ASSESSMENT DESCRIPTIONS*:
Students will discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ Interactive Instruction
1 2	See Lessons: Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me Lesson 2: How I Act Is Who I Am
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me Lesson 2: How I Act Is Who I Am

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

				_____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: A Newer, BETTER, Older Me **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Best time of year to implement this Unit: March

Lesson Titles:

Lesson 1: I'm Just a Bag of Feelings

Materials/Special Preparations Required

A fancy bag (may be paper or material—just decorated)
10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)
Feelings Thermometer worksheet (attached)
Stickers

Lesson 2: Character Clovers

Materials/Special Preparations Required

Clover Pattern worksheet – have copies cut from green construction paper for each student.
Crayons and or markers
Chart paper, whiteboard, SMART Board, etc.

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.1.A.01 Identify a variety of feelings. (DOK Level - 1)
PS.1.B.01 Identify personal roles in the school. (DOK Level - 1)
PS.1.C.01 Recognizing personal character traits. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

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

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

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

Unit Essential Questions:

How can exploring our feelings help us?
Why do people have different feelings?
Why is it important to understand feelings?

Unit Measurable Learning Objectives:

The student will identify feelings based on real life situations.
The student will identify three personal roles in school.
The student will recognize three personal character traits.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Guided & Shared – reading, listening, viewing, thinking)
___ Indirect
_X_ Experiential (Games)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify the feelings, the personal roles, and characteristics that they have in school.

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Brief Summary of Unit:
In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet.
In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic understanding of feelings, roles, and character traits.

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Unit #1Title: A Newer, BETTER, Older Me

Lesson Title: I'm Just a Bag of Feelings **Lesson** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.1.A.01 Identify a variety of feelings.

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

Materials (include activity sheets and/ or supporting resources)

A fancy bag (may be paper or material—just decorated)
10 note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)
Feelings Thermometer worksheet (attached)
Stickers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least eight feelings on the *Feelings Thermometer* worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a *Feelings Thermometer* worksheet.

Lesson Preparation

Essential Questions:
Why do I need to know about different kinds of feelings?

Engagement (Hook): The counselor comes into the classroom, holding the fancy feelings bag. Counselor shakes the bag mysteriously, asking the students to guess what's in the bag. Students offer guesses. Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor explains that 10 students will have a chance to pull a feeling from the fancy bag. The student is to act out the feeling on the card. The class will have three tries to guess the feeling being acted out.	1. Students listen to the directions. Chosen students will pull a feeling from the bag, and act it out. Counselor should help students having difficulty reading card and/or thinking of acting ideas. Students guess the feeling.
2. After each role-play, counselor asks students for suggestions of when people might feel that way.	2. Students offer examples.
3. Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own…which makes them all ok.	3. Students listen.
4. Counselor explains the *Feelings*	4. Students work on the assignment.

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Thermometer worksheet.	
5. Students are directed to hold up their thermometers and look around to notice that responses may vary.	5. Students hold up their Feelings Thermometers and look around at other's worksheets.
6. Counselor should collect these to look for any unusual patterns.	6. Students hand in their worksheets.

Teacher Follow-Up Activities

Teacher should consult with counselor as necessary if particular students are having difficulty with feelings displayed in the classroom.

Counselor reflection notes (completed after the lesson)

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Feelings Thermometer

Mark each column to indicate your feelings about each statement

	How I feel playing with my friends	**How I feel when I lose a game**	**How I feel working by myself**	**How I feel when someone says something mean to me**	**How I feel when I finish my work**	**How I feel when someone sits next to me**	**How I feel when I have to do my chores**	**How I feel when I am at home**

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Unit #1 Title: A Newer, BETTER, Older Me

Lesson Title: Character Clovers **Lesson 2 of 2**

Grade Level: 1

Length of Lesson: 20-30 minutes

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

Grade Level Expectations (GLEs):
PS.1.B.01 Identify personal roles in the school.
PS.1.C.01 Recognizing personal character traits.

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

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

Clover Pattern–copies cut from green construction paper for each student.
Crayons and/or markers
Chart paper, whiteboard, SMART Board, etc.

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify four roles they have at school and a corresponding character trait for each role.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions:
What roles do people have at school?
How do people know how to act in different roles?

Engagement (Hook):
Counselor tells the student that today students will be creating character clovers. In order to help the students create character clovers, counselor will begin with a brainstorming session.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles.	1. Students listen.
2. Counselor asks the students, “What roles do you have here at school?” As the student respond, counselor records the answers.	2. Students respond (learner, friend, classmate, helper, line leader, etc.)
3. Counselor says, “With each role that we have, we also have certain traits that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?” Counselor records answers as done earlier.	3. Students respond

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4. Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the leaves). On the back, the students will identify the trait that they use the most in that role and write it on the corresponding leaf.	4. Students create character clovers.
5. Have students share their favorite leaf of the clover and tell how they feel about having that personal characteristic.	5. Students share character clovers.

Teacher Follow-Up Activities

Teacher may display the character clovers by punching a hole in the top and stringing them in the classroom. Teacher may refer to the clovers to reinforce positive behaviors.

Counselor reflection notes (completed after the lesson)

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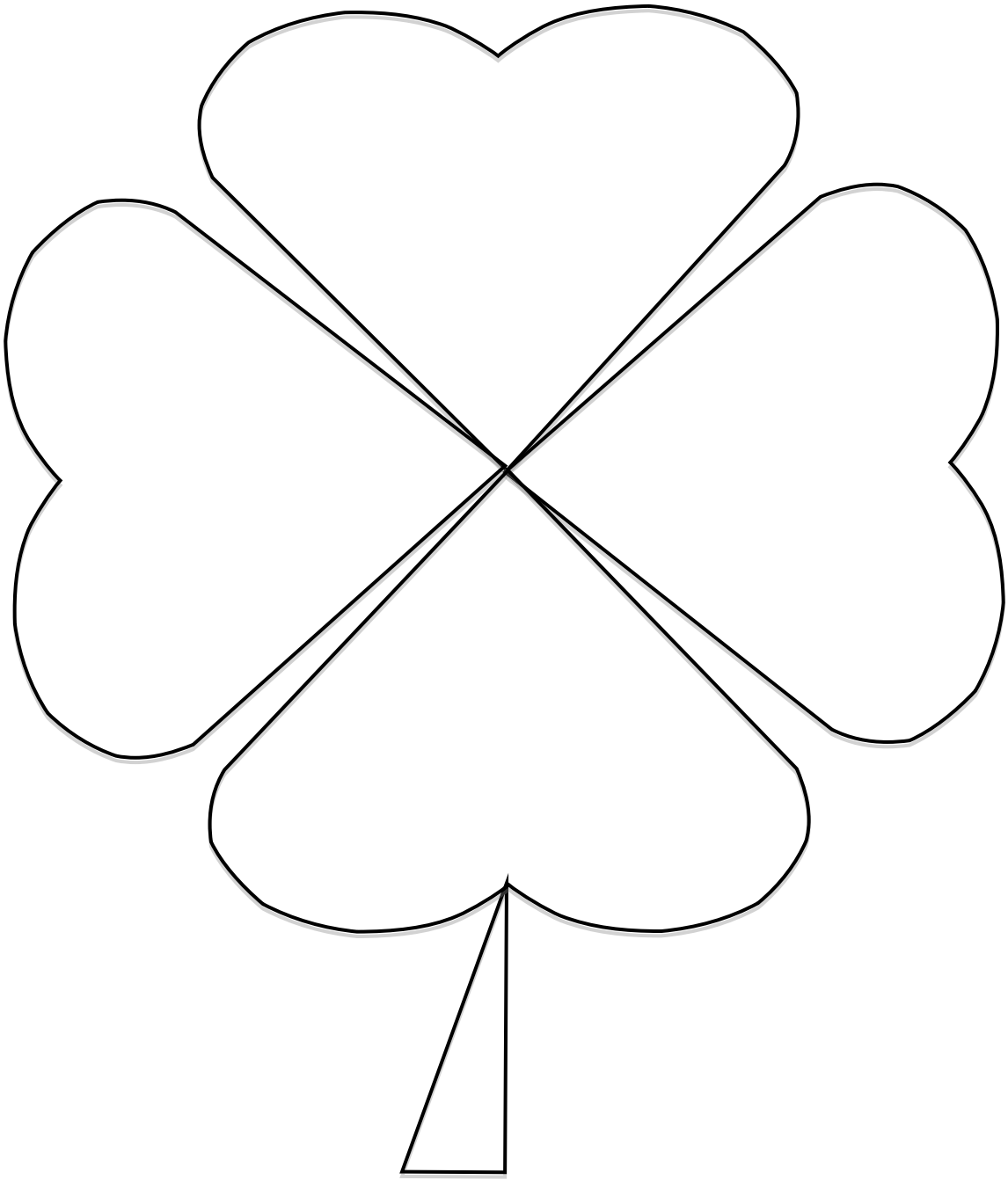
Clover Pattern



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Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: A Newer, BETTER, Older Me In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet. In lesson two, students identify personal school roles and accompanying character traits. Students will then create character clovers.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 20 – 30 minutes each

ESSENTIAL QUESTIONS:
1. How can exploring our feelings help us?
2. Why do people have different feelings?
3. Why is it important to understand feelings?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify feelings based on real life situations.		PS.1.A.01 Identify a variety of feelings. PS.1.B.01 Identify personal roles in the school. PS.1.C.01 Recognizing personal character traits.		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 1 Level 1
2. The student will identify three personal roles in school.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6	P/SD A	Level 1 Level 1 Level 1

				L.1.1 L.1.2 L.1.4 L.1.5 L.1.6		
3. The student will recognize three personal character traits.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6	P/SD A	Level 1 Level 1 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will identify the feelings, the personal roles, and characteristics that they have in school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct _____ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving _____ Case Studies	**Experiential:** _____ Field Trips _____ Narratives	**Independent Study** _____ Essays _____ Computer Assisted	**Interactive Instruction** _____ Debates _____ Role Playing

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: ME Revisited **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 25-35 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1 Goldilocks Revisited

Materials/Special Preparations Required

- Copy of the story of *Goldilocks and the Three Bears*.
- Chart Paper or SMART Board
- Markers

Lesson 2 The Many Roles I Play in My Community

Materials/Special Preparations Required

- Chart Paper or SMART Board
- Markers/Pencils
- Community Role Web directions
- Plain paper for student webs

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.1.A.02 Express a variety of feelings. (DOK Level - 2)

PS.1.B.02 Identify personal roles in the community. (DOK Level - 1)

PS.1.C.02 Compare and contrast character traits needed for different situations. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	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

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

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

Unit Essential Questions:

What roles do you play in your community?
How do your actions and feelings affect your roles?

Unit Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
The student will identify at least three character traits of the characters in the story and label them as positive or negative.
The student will identify at least four community roles they fulfill.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Mapping)
___ Experiential
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Think, Pair, Share; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

Brief Summary of Unit:
In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.
In lesson two, students identified the personal roles that they have in their community by creating a community role web.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need a basic understanding of feelings, roles, and character traits.

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Unit 1 Title: ME Revisited

Lesson Title: Goldilocks Revisited **Lesson 1 of 2**

Grade Level: 2

Length of Lesson: 25-35 minutes

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

Grade Level Expectations (GLEs):
PS.1.A.02 Express a variety of feelings
PS.1.C.02 Compare and contrast character traits needed for different situations.

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

Materials (include activity sheets and/ or supporting resources)

A copy of the story of *Goldilocks and the Three Bears*.
Chart Paper or SMART Board
Markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
The student will identify at least three character traits of the characters in the story and label them as positive or negative.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each cooperative learning group will determine Goldilocks' fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

Lesson Preparation

Essential Questions:
Why do people need to know about feelings?
How do people know how to act?

Engagement (Hook):
Counselor enters the room and says: "Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family, and to decide if she demonstrated positive character traits in the situation."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story.	1. Students listen.
2. Students are broken into groups of four. Counselor explains that each group will deliberate about Goldilocks' fate. "Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?"	2. Students move into cooperative groups.
3. Instruct each group to identify the actions that Goldilocks took in the Bear Family's home and the possible feelings that were	3. Students listen to directions and work in small groups to formulate responses.

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exhibited by both Goldilocks and the Bear Family.	
4. Counselor now needs to review the actions of Goldilocks (entering an unknown home, helping herself to food, sitting in and destroying furniture, sleeping in someone else's bed). Counselor asks for the character traits that Goldilocks exhibited and feelings shown. Counselor records responses on the chart paper or SMART Board (titled "Goldilocks") in a compare/contrast manner.	4. Students offer responses.
5. Counselor asks the students to look back at the situations. "Identify the actions of the Bear Family and ask what feelings and character traits the Bear Family exhibited because of Goldilocks' actions." Counselor records on chart paper or SMART Board titled "Bear Family".	5. Students offer responses.
6. The counselor asks for suggestions of better decisions she could have made. "If Goldilocks' decisions had been different, how would the Bear Family's feelings be different?"	6. Students listen to directions, and then work in small groups to formulate responses.
7. In summation, the counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. "What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us?" Counselor then reviews the charge of the "jury" and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?	7. Students deliberate and report their decisions.

Teacher Follow-Up Activities

If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using "the jury of peers" to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

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Counselor reflection notes (completed after the lesson)

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Unit 1 Title: ME Revisited

Lesson Title: The Many Roles I Play in My Community **Lesson** 2 of 2

Grade Level: 2

Length of Lesson: 25-35 minutes

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

Grade Level Expectation (GLE):
PS.1.B.02 Identify personal roles in the community.

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

Materials (include activity sheets and/ or supporting resources)

Chart Paper or SMART Board
Markers/Pencils
Community Role Web directions
Plain paper for student webs

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least four community roles they fill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete a personal community role web.

Lesson Preparation

Essential Questions:
What roles do people have in the community?

Engagement (Hook):
Have the teacher or principal join the counselor. The counselor has a large web on chart paper or SMART Board (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner responds with the roles he/she has (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper or SMART Board. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Strategies:**
1. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.	1. Students listen.
2. Counselor breaks the students into cooperative learning groups.	2. Students move to their groups.
3. Counselor has the students brainstorm the roles they play in their community within the cooperative learning groups.	3. Students brainstorm the roles they play in the community.
4. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.	4. Students individually complete their community role web.
5. Counselor directs students to share their	5. Students share their different roles and then

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webs with their groups and then discuss the feelings and character traits that they exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.	discuss the feelings and character traits that they exhibit in these roles.

Teacher Follow-Up Activities

Teacher displays student webs in the classroom.

Counselor reflection notes (completed after the lesson)

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Directions for Creating Community Role Web

1. In the middle of the paper, draw a person.
2. Draw approximately 6 lines coming from the person in different directions.
3. At the end of each line, draw a horizontal line for written responses.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: ME Revisited In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students will work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family. In lesson two, students identified the personal roles that they have in their community by creating a community role web.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 25 – 35 minutes each

ESSENTIAL QUESTIONS:
1. What roles do you play in your community?
2. How do your actions and feelings affect your roles?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least three feelings of the characters in the story.		PS.1.A.02 Express a variety of feelings. PS.1.B.02 Identify personal roles in the community. PS.1.C.02 Compare and contrast character traits needed for different situations.		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 1 Level 3
2. The student will identify at least three character traits of the characters in the story and label them as positive or		PS.1.A.02 PS.1.B.02		RL.2.3 RL.2.7	P/SD A	Level 2 Level 1

negative.		PS.1.C.02		RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6		Level 3
3. The student will identify at least four community roles they fill.		PS.1.A.02 PS.1.B.02 PS.1.C.02		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	P/SD A	Level 2 Level 1 Level 3

ASSESSMENT DESCRIPTIONS:
Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

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

1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Who Am I **Grade Level:** 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 min.

Best time of year to implement this Unit: Autumn

Lesson Titles:

Lesson 1 An Apple a Day

Materials/Special Preparations Required

- 3 apples (one red, one green, and one rotten)
- *What Color Is Your Apple?* worksheet
- Poster with the outline of a tree and branches (counselor made)
- Plain paper
- Crayons (red, green and brown)

Lesson 2 What Color is Your Apple?

Materials/Special Preparations Required

- Tree with apples from previous week.
- Paper
- Pencils or crayons
- Dry erase board, smart board, chart paper, other

Lesson 3 Fly Your Kite

Materials/Special Preparations Required

- Kite
- *Fly Your Kite* worksheet
- *Go Fly Your Kite* Venn Diagram worksheet
- Yarn
- Crayons or markers
- Glue

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1 Understanding self as an individual and as a member of diverse local and global communities.

Grade Level Expectations (GLEs):

PS.1.A.03 Identify positive characteristics and areas for personal growth. (DOK Level - 1)

PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. (DOK Level - 2)

PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions. 7. The use of tools of social science inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why are positive character traits important?

Unit Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits. The student will determine which of four character traits named by other students describe him/her. The student will identify two character traits that he/she would like to develop for personal growth. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly. The student will list seven roles and responsibilities he/she has at home and school.

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Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Reflective Discussion)
___ Experiential
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.

Brief Summary of Unit:
This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Understanding of the following:
Personal roles
Feelings
Responsibilities

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Unit #1 Title: Who Am I?

Lesson Title: An Apple A Day **Lesson:** 1 of 3

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.1 Understanding self as an individual and as a member of diverse local and global communities.

Grade Level Expectation (GLE):
PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom.

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

Materials (include activity sheets and/ or supporting resources)

3 apples: 1 red, 1 green and 1 rotten
What Color Is Your Apple? worksheet
Poster with the outline of a tree and branches (counselor made)
Plain paper
Crayons (red, green and brown)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies.

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify positive and negative character traits utilizing the *What Color Is Your Apple?* worksheet.

Lesson Preparation

Essential Questions:
How can you tell how someone feels about himself or herself?

Engagement (Hook): The teacher will display 3 apples—one red, one green and one with a rotten spot on it.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor displays 3 apples and asks students to describe the apples: color, texture, stages of development, and effects of rotten apple on the others. Possible responses might include a rotten apple can cause the other apples to decompose more quickly.	1. Students describe apples.
2. Counselor distributes and explains the instructions on the worksheet, explaining any terms that the students may not be familiar with.	2. Students follow instructions.
3. The counselor instructs students to cut out the apples and glue them on the community tree (if red or green) poster picture. Students are to paste brown apples on the ground of the illustration.	3. Students cut out the apples and place them on the tree poster.

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4. The counselor asks students to think of other characteristics, which are important to a classroom community. The counselor tells students that they may make more apples if they can think of other qualities not already listed.	4. Students brainstorm and write down other positive characteristics on the blank apples. Students add these apples to the tree.
5. The counselor tells students that the tree will be displayed all week and they need to be thinking of how the positive characteristics contribute to the class community.	5. Students use the completed poster as a visual reminder.

Teacher Follow-Up Activities

Classroom teacher will display the tree prominently in the classroom and refer to it frequently regarding students displaying proactive behaviors.

Counselor reflection notes (completed after the lesson)

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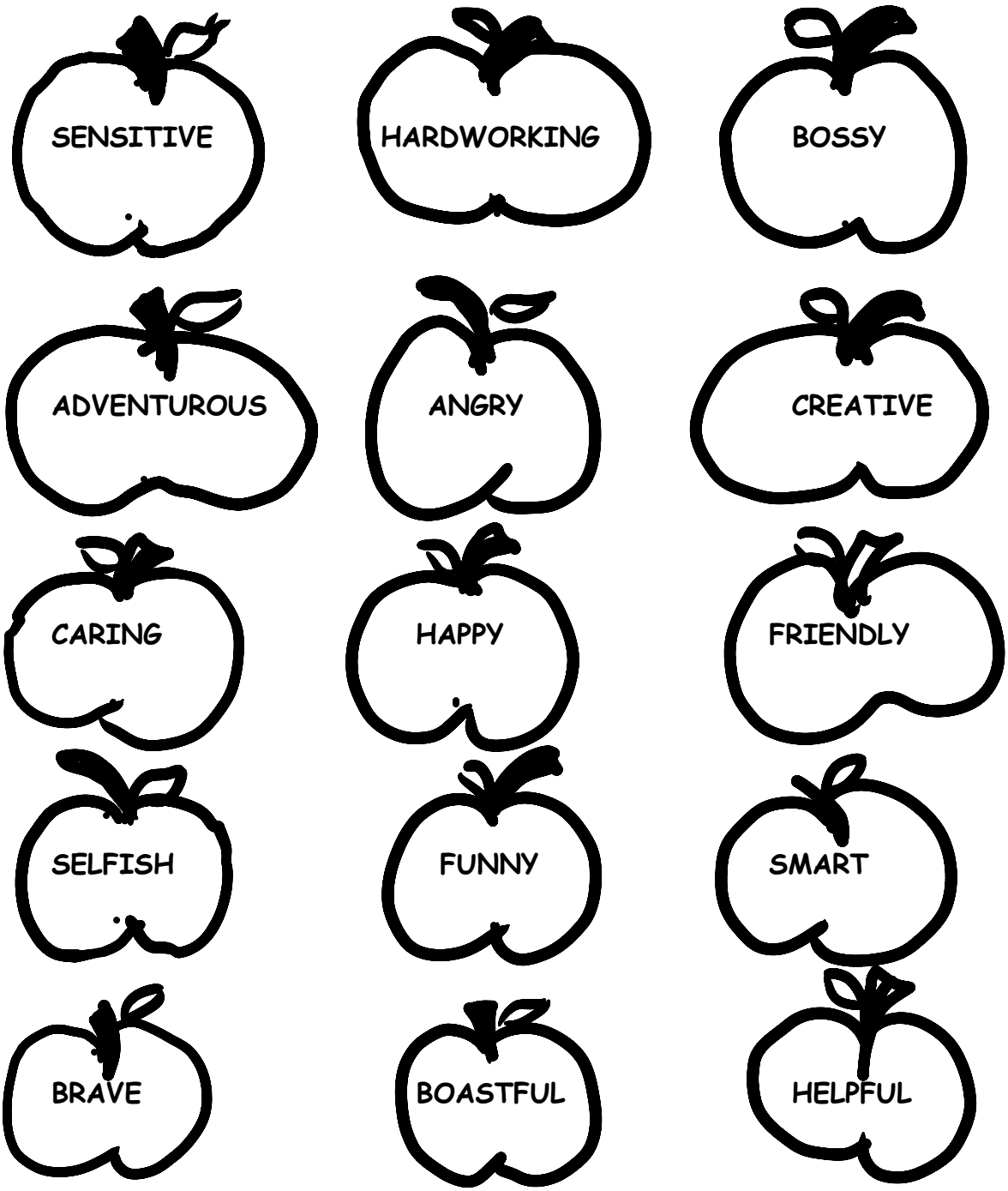
What Color Is Your Apple?

If the apple lists a quality that is helpful in the classroom, color it red. If the apple lists a quality that the classroom needs to improve on, color it green. If the apple lists a quality that hurts the classroom community, color it brown.



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Unit #1 Title: Who am I?

Lesson Title: What Color is Your Apple? **Lesson** 2 of 3

Grade Level: 3

Length of Lesson: 30 Minutes

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

Grade Level Expectation (GLE):
PS.1.A.03 Identify positive characteristics and areas for personal growth.

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

Materials (include activity sheets and/ or supporting resources)

Tree poster with apples from previous lesson
Paper
Pencils or crayons
Dry erase board, smart board, chart paper, other

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine which of the four character traits named by other students describe him/her.
The student will identify two character traits that he/she would like to develop for personal growth.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify characteristics they have, and traits they would like to develop for personal growth.

Lesson Preparation

Essential Questions: How can you tell that you are maturing or growing up?

Engagement (Hook): Review the apple tree activity from previous lesson and direct students' attention to the tree poster.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review previous lesson and the tree poster. Tell the students that today they will help their classmates discover some of the traits that we see in each other.	1. Students participate in the review of the tree poster.
2. Counselor asks students to brainstorm positive traits and behaviors, which are needed to be successful in school. These are written on dry erase board, smart board, chart paper, or other visual media to create a word bank.	2. Students contribute ideas.
3. Counselor distributes blank paper to students and explains that they are to write their names at the top and draw four large apples on their paper.	3. Students follow directions.
4. Counselor divides the class into groups of five. Students are instructed to pass their paper to the person to their left. That person	4. Students follow directions.

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is to select a trait from the word bank that describes the person and write it in one of the apples.	
5. Counselor tells students to pass that paper to the person to their left. Students are instructed to look at the name on the paper that they have and then select a trait from the word bank that describes the person and write it in one of the remaining blank apples.	5. Students follow directions.
6. Repeat Step 5 until each student's apple sheet has been completed. Ask students to pass the paper to the once more, which should result in students having their own paper back.	6. Students follow directions.
7. Counselor tells students to look at the traits written on their paper by the group. The class discusses whether they feel the traits described them or if they were surprised by any traits.	7. Students participate in the discussion.
8. Have students write on the back of their paper some of the traits that they would like to develop for their own personal growth.	8. Students follow directions.

Teacher Follow-Up Activities

Teacher will leave the tree up for a few weeks to remind students to practice the positive traits needed for a strong class community.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Who Am I?

Lesson Title: Fly Your Kite **Lesson:** 3 of 3

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.

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

Materials (include activity sheets and/ or supporting resources)

Kite
Fly Your Kite worksheet
Go Fly Your Kite Venn Diagram activity sheet
Yarn
Crayons or markers
Glue

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships and information, ideas, and structures
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
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
	Communication Arts	
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions (7) the use of tools of social science inquiry (surveys, statistics,

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		maps, documents)
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Venn Diagram by listing three attributes each that make home and school run smoothly.
The student will list seven roles and responsibilities he/she has at home and school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. The student will list their responsibilities and roles at home and at school.

Lesson Preparation

Essential Questions:
How can you tell when someone is a productive community member?

Engagement (Hook):
As students enter the classroom the counselor will display a miniature kite to catch their attention. The lesson activity will revolve around the kite theme.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Display kite and ask students what makes a kite fly. Discuss flying kites and what attributes the kite flyer needs to be successful (responsible, respectful, persistent, etc.)	1. Students provide responses.
2. Explain to students that the group will complete Venn Diagrams about what attributes make a home and school run smoothly.	2. Work in pairs to complete the *Go Fly You Kite Venn Diagram* worksheet
3. Explain that students will make paper kites listing their responsibilities and roles at home and school. Distribute *Fly Your Kite* worksheet, yarn, glue, and crayons or markers.	3. Complete kites writing their roles/responsibilities on the tailpieces.
4. Ask students to share kites and talk about their responsibilities and roles.	4. Students pair and share kites talking about their favorite roles.

Teacher Follow-Up Activities

Display completed apple tree and kites in classroom as a visual cue to reflect on personal responsibilities.

Counselor reflection notes (completed after the lesson)

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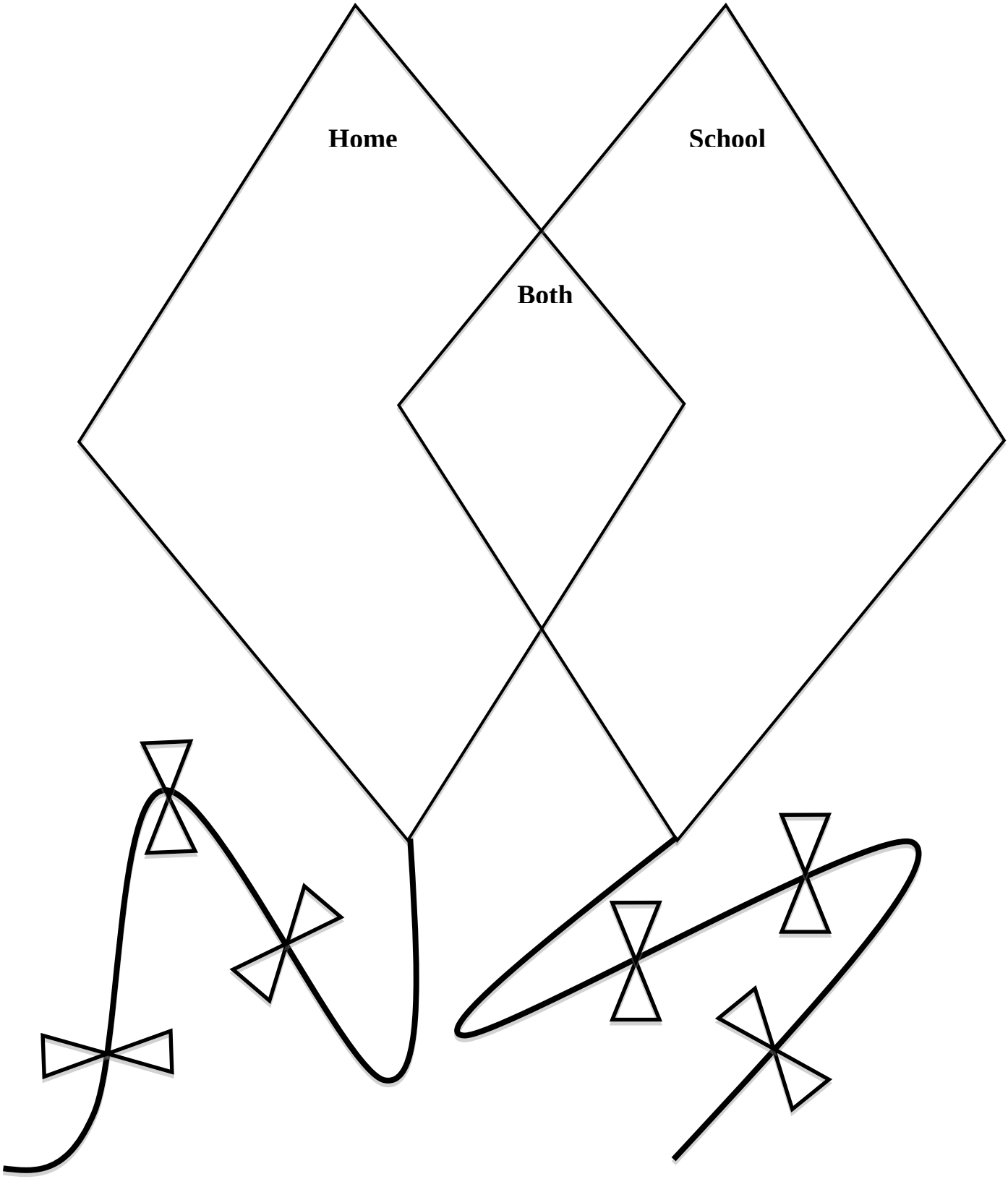
GO FLY YOUR KITE
Venn Diagram



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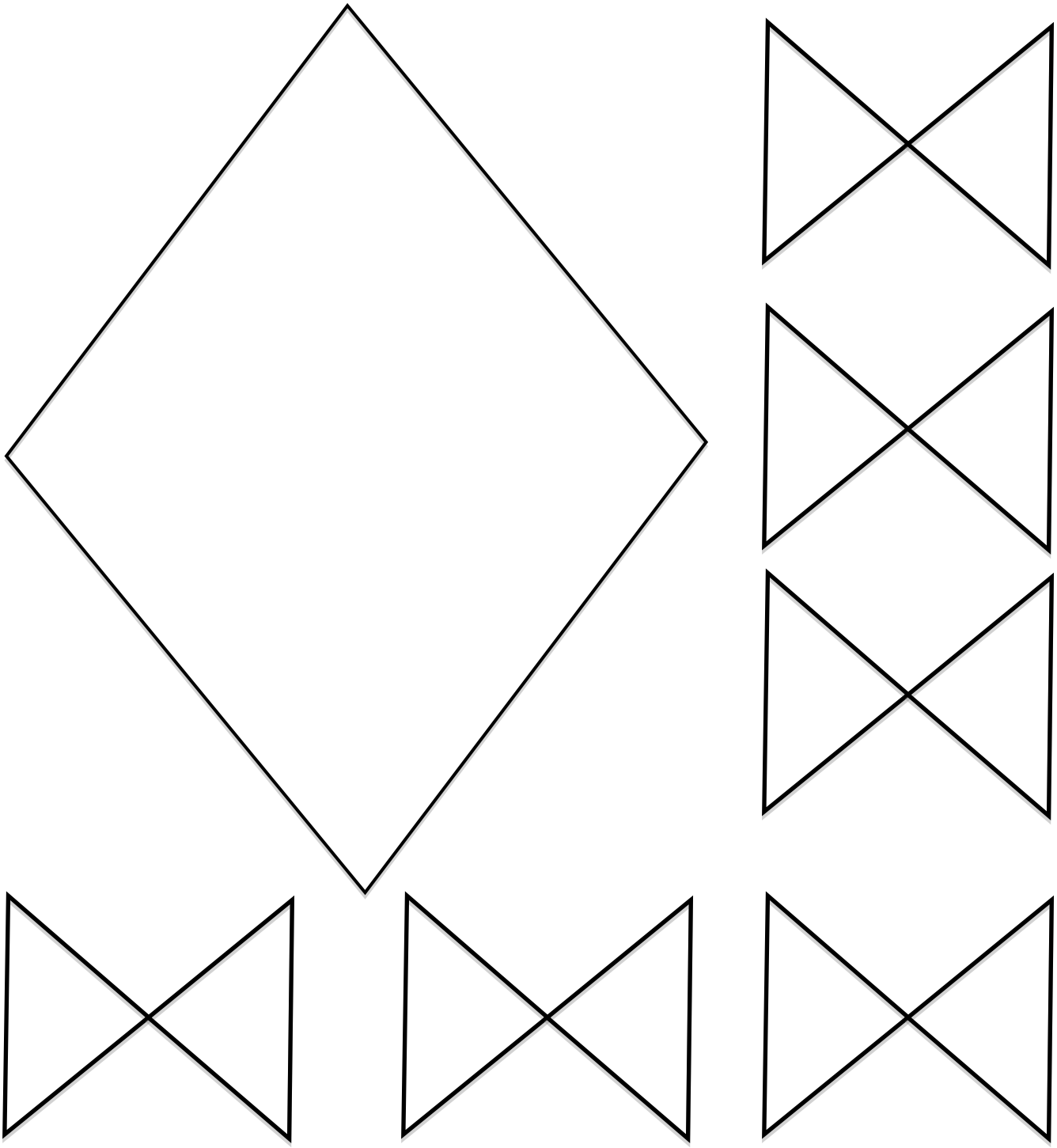
Fly Your Kite

Write your name on the main part of the kite and write six of your roles and responsibilities at home and school on the bows. When you are finished, cut out the kite and bows. Use yarn and glue to complete your kite.



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Who Am I This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why are positive character traits important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine positive and negative character traits from a list of fifteen character traits.		PS.1.A.03 Identify positive characteristics and areas for personal growth. PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. PS.1.C.03 Identify the characteristics needed to contribute to the classroom.		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 2 Level 1
2. The student will determine which of four character traits named by other students describe him/her.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1	P/SD A	Level 1 Level 2 Level 1

				L.3.2 L.3.3 L.3.5 L.3.6		
3. The student will identify two character traits that he/she would like to develop for personal growth.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
4. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
5. The student will list seven roles and responsibilities he/she has at home and school.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school**.**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	___X__ Direct ___X__ Indirect _____ Experiential ___X__ Independent study ___X__ Interactive Instruction

1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls 3 _____ Didactic Questions ___X___ Demonstrations Ls 1 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 2,3	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls 1,3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls1 ___X___ Peer Partner Learning Ls 2,3 ___X___ Discussion Ls 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: How Do I Fit In? **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime of the year, could be used in small groups.

Lesson Titles:

Lesson 1: Think Positive!

Materials/Special Preparations Required

Skit Tickets worksheet

Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Lesson 2: I'm A Star!

Materials/Special Preparations Required

Dice, One (1) per group

Pencils

I'm a Star Community Member worksheets for each student

Lesson 3: I'm Thumbody!

Materials/Special Preparations Required

Pencils

Baby wipes

I'm Thumbody worksheets for each student

Picture of a detective

Stamp pad, washable ink, or paint

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings. (DOK Level - 1)

PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. (DOK Level - 2)

PS.1.C.04: Identify the personal characteristics that contribute to the school community. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/ Social Development

A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 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 1. Explain reasoning and identify information used to support decisions.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why are positive thoughts important?

Unit Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.
The student will give at least two verbal responses regarding ways to be a responsible community member.
The student will compose ten positive statements about themselves.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
____ Indirect
_X_ Experiential (Games)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion)

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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify the difference between positive and negative thoughts and feelings.

Brief Summary of Unit:
This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
What are personal roles?
What is a positive self-concept?
The meaning of personal characteristics.
Knowledge of how people express feelings differently.

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Unit #1 Title: How Do I Fit In?

Lesson Title: Think Positive! **Lesson** 1 of 3

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.

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

Materials (include activity sheets and/ or supporting resources)

Skit Tickets worksheet
Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will turn negative thoughts into positive thoughts.

Lesson Preparation

Essential Question: How do our thoughts and feelings affect how we handle various situations?

Engagement (Hook): Read a story that deals with positive and/or negative thinking. Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read story and field questions about how negative thoughts and feelings were changed to positive ones.	1. After hearing the story, students will review how the characters changed negative views into positive views and brainstorm ideas to change negative thoughts and feelings to positive ones.
2. Divide class into small groups and explain they will be asked to change something negative into something positive.	2. Students divide into small groups.
3. Hand each small group a skit ticket and have them create a short skit to perform in front of the class.	3. Students will create a short skit using the ideas from their skit tickets. Students will perform their short skits.
4. After each skit, discuss the ideas they used to change the situation from negative to positive.	4. In closing, students will answer questions the class/instructor has about their skit.

Teacher Follow-Up Activities

When the teacher notices a negative comment or behavior, students will be asked to reframe it into something positive.

Counselor reflection notes (completed after the lesson)

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SKIT TICKETS

"I did not get invited to the bowling party."	Act out how you can change this negative situation into something positive.
"I did not get what I wanted for my birthday."	Act out how you can change this negative situation into something positive.
"I got an 'F' on my test."	Act out how you can change this negative situation into something positive.
"My friend would not play with me at recess."	Act out how you can change this negative situation into something positive.
"My mom won't let me watch the new scary movie."	Act out how you can change this negative situation into something positive.
"My brother won't stay out of my room."	Act out how you can change this negative situation into something positive.

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Unit #1 Title: How Do I Fit In?

Lesson Title: I'm A Star! **Lesson:** 2 of 3

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Standard (GLE):
PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.

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

Materials (include activity sheets and/ or supporting resources)

Enough Dice for one (1) per group
I'm A Star Community Domain worksheets for each student
Pencils

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

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

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will give at least two verbal responses regarding ways to be a responsible community member.

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 be able to answer questions about being a responsible community member.

Lesson Preparation

Essential Questions: Why is it important to be responsible members in our community?

Engagement (Hook): Have "Twinkle, Twinkle Little Star" (or other song referring to stars) playing in the background – or have students sing the song. Talk about how pretty the stars are at night and how only one star by itself would not be as pretty as all of the stars twinkling together.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce lesson and brainstorm ideas to answer the essential question. Why is it important to be responsible members in our community?	1. Students will listen and brainstorm ideas of why it is important to be responsible community members.
2. Instructor writes students ideas on the board.	2. Students will contribute ideas.
3. Hand out *I'm A Star Community Member* worksheets and explain how to play the game. <u>Directions to game</u>: Each student rolls dice and answers the question that corresponds with the number rolled. Students write down their answers on that part of the star. If a student rolls a question, which he/she has already answered, he/she will lose that turn.	3. Students will listen to directions.
4. Ensure that each student has a pencil and a	4. Students get into small groups and play the

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game worksheet; divide students into small groups.	game as directed.
5. Give warnings at 5 minutes and at1 minute before the end of play. Allow time for the students to share one of their answers with the class.	5. Students will share one of their answers at the end of class.

Teacher Follow-Up Activities

The teacher reviews *I'm a Star Community Member* worksheets completed by the students after the activity, and reinforces some of the community member skills during the following week.

Counselor reflection notes (completed after the lesson)

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I'm a Star Community Member

My name is _____.

1
Being respectful is important because…

2
Cooperating with others is important because…

3
Honesty is important because…

4
Following rules is important because…

5
Not littering is important because…

6
Recycling is important because…

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Unit #1 Title: How Do I Fit In?

Lesson Title: I'm Thumbody! **Lesson** 3 of 3

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.C.04: Identify the personal characteristics that contribute to the school community.

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

Materials (include activity sheets and/ or supporting resources)

Baby wipes
Pencils
I'm Thumbody! worksheets for each student
Picture of a detective (attached)
Stamp pad, washable ink, or paint

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compose ten positive statements about themselves.

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 be able to write positive statements about themselves.

Lesson Preparation

Essential Questions: Why is it important for someone to feel good about himself or herself? Why are positive thoughts important?

Engagement (Hook): Dress up like a detective with trench coat, magnifying glass, briefcase, and man's hat. Have theme to the *Pink Panther* playing in the background. Or show a picture of a detective with a magnifying glass.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Walk into room dressed up like detective and announce you are looking for positive thinkers. (Or you can also show a picture of a detective and do the same.) What does it look like to be a positive thinker? What does it look like to be a negative thinker?	1. Students brainstorm ideas of what a positive thinker looks like and sounds like. Students will compare and contrast positive and negative thinking.
2. Ask what thinking positive thinking sounds like. What does negative thinking sound like?	2. Students make suggestions.
3. Distribute pencils and *I'm Thumbody!* worksheets to each student.	3. Students will accept materials and wait for instructions.
4. Ask students to complete worksheets and tell them that you will be stamping their	4. Students will complete worksheets and place individual thumbprints on the

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thumbprints today to find who is a positive thinker.	worksheet.
5. After doing thumbprints, use baby wipes or paper towels to clean off ink/paint from student's hands.	5. Students clean off ink/paint from their hands.
6. Ask students to share one positive statement from their worksheets aloud at the end of class.	6. Students share the statement of their choice.

Teacher Follow-Up Activities

Teacher can be given sheets to post in the classroom as a reminder of positive thinking.

Counselor reflection notes (completed after the lesson)

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I'm Thumbody!

My name is _____.

I like when I…

At home I help…

In class I am respectful when…

With friends, I share…

_____'s Thumbprint

At recess I play fair when…

I know how to…

I am good at…

Three things I like best about me are…

1.

2.

3.

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I am looking for a positive thinker…

What does it look like to be a positive thinker?

What does it sound like to be a positive thinker?

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: How Do I Fit In? This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why are positive thoughts important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.		PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings. PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. PS.1.C.04: Identify the personal characteristics		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 2 Level 1

		that contribute to the school community.				
2. The student will give at least two verbal responses regarding ways to be a responsible community member.		PS.1.A.04 PS.1.B.04 PS.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A	Level 1 Level 2 Level 1
3. The student will compose ten positive statements about themselves.		PS.1.A.04 PS.1.B.04 PS.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A	Level 1 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will be able to identify the difference between positive and negative thoughts and feelings.

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

	___X__ Direct _____ Indirect ___X__ Experiential _____ Independent study ___X__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbody!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbody!

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: I Understand Me **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime and could also be used for a small group.

Lesson Titles:

Lesson 1: Finding the Positive

Materials/Special Preparations Required;

Magazines, poster board, scissors, glue sticks, markers.

Prepare a hallway or classroom "art gallery" using fancy butcher paper frames to "frame" the students' self-concept collages.

Lesson 2: Keep Finding the Positive

Materials/Special Preparations Required:

Completed Self-Concept Collages from Lesson 1

Group Role Cards (Resource Sheet 1)

Lesson 3: Are You Balanced?

Materials/Special Preparations Required:

Balance Scales borrowed from math or science classrooms.

Small blocks or other manipulatives that can be used as weights on the scales.

"*Am I Balanced?*" worksheet (activity sheet 1)

Pencils

Poster. Chart paper and markers or smart board.

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept. (DOK Level - 2)

PS.1.B.05: Develop strategies to balance family, school, and community roles. (DOK Level - 3)

PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

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

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	1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does positive self-concept help students contribute to the school community?
Why is it important to have a balanced life?
How does having balance in a person's life impact them?

Unit Measurable Learning Objectives:

The student will identify at least three aspects of a positive self-concept.
The student will create and present a collage depicting at least three aspects of a positive self-concept.
The student will identify and categorize at least ten activities in which he/she participates.
The student will compare and contrast the amount of activities in each of the four categories.
The student will identify at least one strategy to balance their activities and responsibilities.

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Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation)
___ Experiential
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a worksheet and brainstorm strategies for balancing life roles.

Brief Summary of Unit:
This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of group roles.
Knowledge of life roles people have.
Knowledge of what self-concept means.
Knowledge of what characteristics contribute to the school community.

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Unit #1 Title: I Understand Me

Lesson Title: Finding the Positive **Lesson** 1of 3

Grade Level: 5

Length of Lesson: 30 minutes

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

Grade Level Expectations (GLEs):
PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept.
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.

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

Materials (include activity sheets and/ or supporting resources)

Magazines, poster board, scissors, glue sticks, markers.
Prepare a hallway or classroom "art gallery" using fancy butcher paper frames to "frame" the students' self-concept collages.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media

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		productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three aspects of a positive self concept.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students' choose positive self-concept visuals for their collage project.

Lesson Preparation

Essential Questions:
How does positive self-concept help students contribute to the school community?

Engagement (Hook):
Art project: Counselor dresses up as an artist (for example wear beret, smock, etc)…say: "Today I am (art teacher/famous artist) and we are going to create works of art for the hallways in our school.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Organize art materials. Introduce yourself as the "Famous Artist"	1. Students meet the "famous artist".
2. Briefly introduce the topic of self-concept.	2. Students share initial understandings of self-concept.
3. Explain to students that they will work in cooperative groups and use magazine cutouts to create a collage that represents at least 3characteristics of positive self-	3. Students move to small groups and get organized to create collages. Students listen and ask questions for clarification. Each group records their examples of how the

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concept.	pictures on the collage demonstrate positive self-concept.
4. Direct each group to assign a member to write down examples of how the pictures on the collage demonstrate positive self-concept.	4. Students discuss elements of their collage within their small group.
5. Monitor cooperative groups and encourage discussion among group members.	5. Students work cooperatively.
6. Give 5-minute time warning and help the group transition to clean up and storage of group collages.	6. Students complete their group collage and assist with clean up.
7. Collect collages and store them for use in the follow-up lesson when the collages will be discussed.	7. Students assist with storing supplies.

Teacher Follow-Up Activities

Display the completed collages until the next class period and ask the students to journal:
1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: I Understand Me

Lesson Title: Keep Finding the Positive **Lesson** 2 of 3

Grade Level: 5

Length of Lesson: 30 minutes

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

Grade Level Expectations (GLEs):
PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self concept
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.

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

Materials (include activity sheets and/ or supporting resources)
Group Role Cards (Resource Sheet 1)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create and present their collage depicting at least three aspects of a positive self-concept.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will work as a group to present and explain their positive self-concept collage.

Lesson Preparation

Essential Questions:
How does positive self-concept help students contribute to the school community?

Engagement (Hook):
Display the words: *Leader, Presenter, Recorder, Encourager, Timekeeper and Collector*. Ask students to think about which role they fulfilled within their group when creating the collage.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Have students return to the cooperative group assignments determined in Lesson 1, and give each group a deck of role cards. DO NOT DISTRIBUTE "PRESENTER" CARD.	1. Return to the cooperative group assignment determined in Lesson 1 as they enter the room.
2. Instruct students to use role cards to discuss roles the members took on during Lesson 1.	2. Students discuss their roles in the previous lesson.
3. Ask students to agree upon which students took on each role during the previous lesson.	3. Students determine which role each group member played.

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4. Instruct students to distribute the role card to the identified member. Counselor distributes Presenter cards and explains the presenter role. Counselor directs groups to choose a presenter to report their work on the Self-Concept Collages.	4. Group members will choose a presenter from students who were not given a role card.
5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).	5. The group recorder will write down the group's ideas.
6. Counselor facilitates presentations	6. Groups will discuss their collage and explain how their choices demonstrate positive self-concept. The group presenter will utilize the recorders' notes to explain how the groups' collages demonstrate positive self-concept.
7. Counselor facilitates discussion of group presentations. *Why are roles important? How did working in a group increase or decrease positive self-concept?*	7. Students discuss roles and positive self-concept.

Teacher Follow-Up Activities

Display the completed collages in "an art gallery display" and ask them to once again journal:

1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Compare journal entries completed after lesson 1 to journal entries completed after lesson.

Counselor reflection notes (completed after the lesson)

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Group Role Cards

(Can be pasted to index cards and used as flash cards to learn about group roles or as badges to identify those roles in the group)

Leader • organized the group • planned how to format the collage • helped us share supplies • helped others understand what to do	**Recorder** • wrote down the group's ideas • kept a record of the group's work
Presenter • reports the group's ideas and work to others	**Time Keeper** • keeps the group on task and moving • monitors group time and lets others know how much time is left
Encourager • keeps the group motivated • compliments members on their work • compliments members on good group behavior	**Collector** • gathers group materials • returns group materials

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Unit #1 Title: I Understand Me

Lesson Title: Are You Balanced? **Lesson** 3 of 3

Grade Level: 5

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.B.05: Develop strategies to balance family, school, and community roles.

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

Materials (include activity sheets and/ or supporting resources)

Balance Scales (borrowed from math or science departments)
Small blocks or other manipulatives to weigh on scales that can be used as weights on the scales.
Am I Balanced? worksheets and pencils
Poster, chart paper and markers, or SMART BOARD

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 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

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
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and categorize at least ten activities in which he/she participates.
The student will compare and contrast the amount of activities in each of the categories.
The student will identify at least one strategy to balance their activities and responsibilities.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will complete the worksheet and brainstorm strategies to keep their lives more balanced.

Lesson Preparation

Essential Questions: What does it mean to have balance in your life? How does having balance in a person's life affect them?

Engagement (Hook): Have balance scales on tables and ask, "What do you think we are going to do today? *Hint: It has to do with different roles that students have."*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today.	1. Students will guess how the scales will be used in the lesson.
2. Distribute the worksheets and explain directions: Students will list a minimum of 10 activities in which he/she participates. Students will also categorize the activities into one of the four category boxes,(community involvement, friendship activities, school commitments, or family responsibilities and write the numbers on the "Total" line. Offer examples that can be written in each section to get students started. These could include : Computer time, phone(texting), sports, church, elderly	2. Students complete the worksheets to visualize their life roles.

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family members, child care, clubs	
3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.	3. Students will total the items listed on their worksheets.
4. Explain to students how the scales work.	4. Students will use the scales to compare the "weight" of each life role area on their worksheets.
5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas? Record what you need to change in order to make your life more balanced in the "My Needs Box".	5. Students will verbalize strategies to balance life roles.
6. End the lesson by asking students to brainstorm strategies to balance life. Record on the back of the worksheet. Offer opportunity for students to share their solutions.	6. Students brainstorm strategies to balance life and have an opportunity to share ideas.

Teacher Follow-Up Activities

Give the list of strategies to the teacher to display in the classroom. Monitor the students during the lesson and consider targeting individuals who seem to need help with balance for individual or small group counseling.

Counselor reflection notes (completed after the lesson)

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Am I Balanced?

Community Involvement
(Extracurricular activity)

Total:_____

Friendship Activities

Total:_____

My Needs:

Total:_____

School Commitments

Total:_____

Family Responsibilities

Total:_____

Add all of your totals. What changes would make your life more balanced? What changes would help you better meet your needs? Write your answers on the back of this paper.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: I Understand Me This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How does a positive self-concept impact behavior?
2. Why is it important to have a balanced life?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least two aspects of a positive self-concept.		PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept. PS.1.B.05: Develop strategies to balance family, school, and community roles. PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 3 Level 2

2. The student will create and present a collage depicting at least three aspects of a positive self-concept.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
3. The student will identify and categorize at least ten activities in which he/she participates.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
4. The student will compare and contrast the amount of activities in each of the five categories.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
5. The student will identify at least one strategy to balance their activities and responsibilities.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a worksheet and brainstorm strategies for balancing life roles.

Obj.#	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction

1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?
Obj.#	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Friendship is the Perfect Blendship **Grade Level:** K

Number of Lessons in Unit: 4

Time Required for each lesson: 30 minutes

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

Lesson Titles:

Lesson # 1: How Does a Friend Act?

Materials/Special Preparations Required

- 2 puppets
- Student Activity Sheet
- Writing utensil for each student

Lesson # 2: How Do I Act Like a Friend?

Materials/Special Preparations Required

- 2 puppets
- Scenario Activity Sheet, cut into strips
- Friendship song

Lesson # 3: How We Are Alike And Different

Materials/Special Preparations Required

- 2 clear glasses
- One half pint of white milk
- One can of caramel colored soda
- Chart paper and markers/dry erase board/ SMART Board or other visual display
- Teacher Activity Sheet
- *Stand Up, Sit Down* song

Lesson #4: Feeling Faces

Materials/Special Preparations Required

- Puppet
- *4 Basic Feeling Faces* Activity Sheet
- Student Activity Cards strips
- *Feelings* poem

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2: Interacting with Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):

PS.2.A.0K: Demonstrate how to be a friend. (DOK Level - 2)
PS.2.B.0K: Identify similarities and differences between self and others. (DOK Level - 2)
PS.2.C.0K: Identify feelings of others. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

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Personal/Social Development A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
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
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved 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 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can I be a good friend to others? How do we recognize and show feelings?

Unit Measurable Learning Objectives:

The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do). The student will identify one positive action in response to one scenario. The student will identify three likes, dislikes, and/or traits. The student will act out one feeling in response to a scenario. The student will identify at least five feelings as acted out by classmates.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking) _X_ Indirect (Problem Solving) _X_ Experiential (Games, Role Playing) _X_ Independent Study (Assigned Questions) _X_ Interactive Instruction (Role Playing; Discussion; Problem Solving)

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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings of others.

Brief Summary of Unit:
Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to have been introduced to basic feelings, and have some knowledge of the concepts of alike and different.

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Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: How Does A Friend Act? **Lesson** 1 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.0K Demonstrate how to be a friend

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

Materials (include activity sheets and/ or supporting resources)

2 puppets, Student Activity Sheet), writing utensil for each student

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

	Goal 1: Gather, analyze and apply information and ideas
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
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating 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		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will successfully complete the Student Activity Sheets.

Lesson Preparation

Essential Questions: How does a friend act?

Engagement (Hook): Bring in two puppets. Introduce them as Juan and Jill. Show the puppets interacting, with one grabbing at a toy to keep it away from the other puppet. Instruct the students, "Show thumbs up if you think these two are acting like good friends." Wait for the response from the students. Next show the puppets being kind to each other. Instruct the students, "Show thumbs up if Juan and Jill are acting like good friends." Wait for response from students. Then say, "Today, Jill and Juan are going to help us learn about friends."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor says, "Hold up your thumb. You will hold up your thumb when I tell about something a friend would do. Point your thumb down. You will point your thumb down when I tell about something a friend would NOT do."	1. Children follow directions.
2. Counselor says, "Juan shares his cookies with Jill. Would a friend do that?"	2. Children show thumbs up.
3. Counselor says, "Jill says, "Thank you, Juan!' Would a friend do that? Show thumbs!"	3. Children show thumbs up.
4. Counselor says, "Juan gets mad at Jill for playing with Travon. He hits Jill. Would a friend do that?"	4. Children show thumbs down.
5. Counselor says, "Juan sees that Jill falls down at recess. He goes over to help her up. Would a friend do that?"	5. Children show thumbs up.
6. Counselor says, "Jill pushes Juan out of	6. Children show thumbs down.

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line so she can be first. Would a friend do that?"	
7. Counselor says, "Jill is on her way to the bathroom. She runs down the hall and crashes into another student. Would a friend do that?"	7. Children show thumbs down.
8. Counselor says,"Juan is angry because he doesn't get to play with the truck at recess. He is crying. Jill goes over and pats him on the back and tells him she is sorry he is sad. Would a friend do that?"	8. Children show thumbs up.
9. Counselor says, "Juan hits Tom for taking a ball away from him at recess. Would a friend do that?"	9. Children show thumbs down.
10. Counselor says, "Jill tells Juan that his picture is really neat. Would a friend do that?"	10. Children show thumbs up.
11. Counselor says, "Juan tells Jill he likes her and is glad she is his friend. Would a friend do that?"	11. Children show thumbs up.
12. Counselor picks two students to come up. Each child takes a puppet. Counselor says, "What would good friends say to each other? _____ (name the child holding Juan), what is a good friend thing Juan could say to Jill?" Affirm correct response or guide child to an appropriate response. Then say, "_____, (name of child holding Jill), what is a good friend thing Jill could say to Juan?" Affirm correct response or guide child to an appropriate response.	12. Children respond appropriately.
13. Counselor says, "Give Jill to another student who is sitting crisscross with hands in lap, and has been listening. Give Juan to another student who is sitting crisscross with hands in lap, and has been listening."	13. Children respond appropriately.
14. Continue with this procedure until all	14. Children continue demonstrating

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children have had an opportunity using a puppet and saying kind things.	appropriate responses.
15. Counselor shows puppets being kind to each other and saying nice things. Counselor says, “You have helped Juan and Jill learn what a friend does. Now you are going to get a paper to work on at your desk to show me how much you have learned. Please go to your seat and sit down.”	15. Children go to their seats.
16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.	16. Students write their names.
17. Counselor says, “You will circle the picture if it shows what a friend would do, draw an “X” on the picture if it shows something a friend would not do.”	17. Students circle the three pictures that show what a friend would do, and draw an “X” on the picture that shows the children fighting.
18. Counselor collects the papers.	18. Students hand in their papers.

Teacher Follow-Up Activities

Teacher can review pictures with the children and discuss skills needed for a friendship.

Counselor reflection notes (completed after the lesson)

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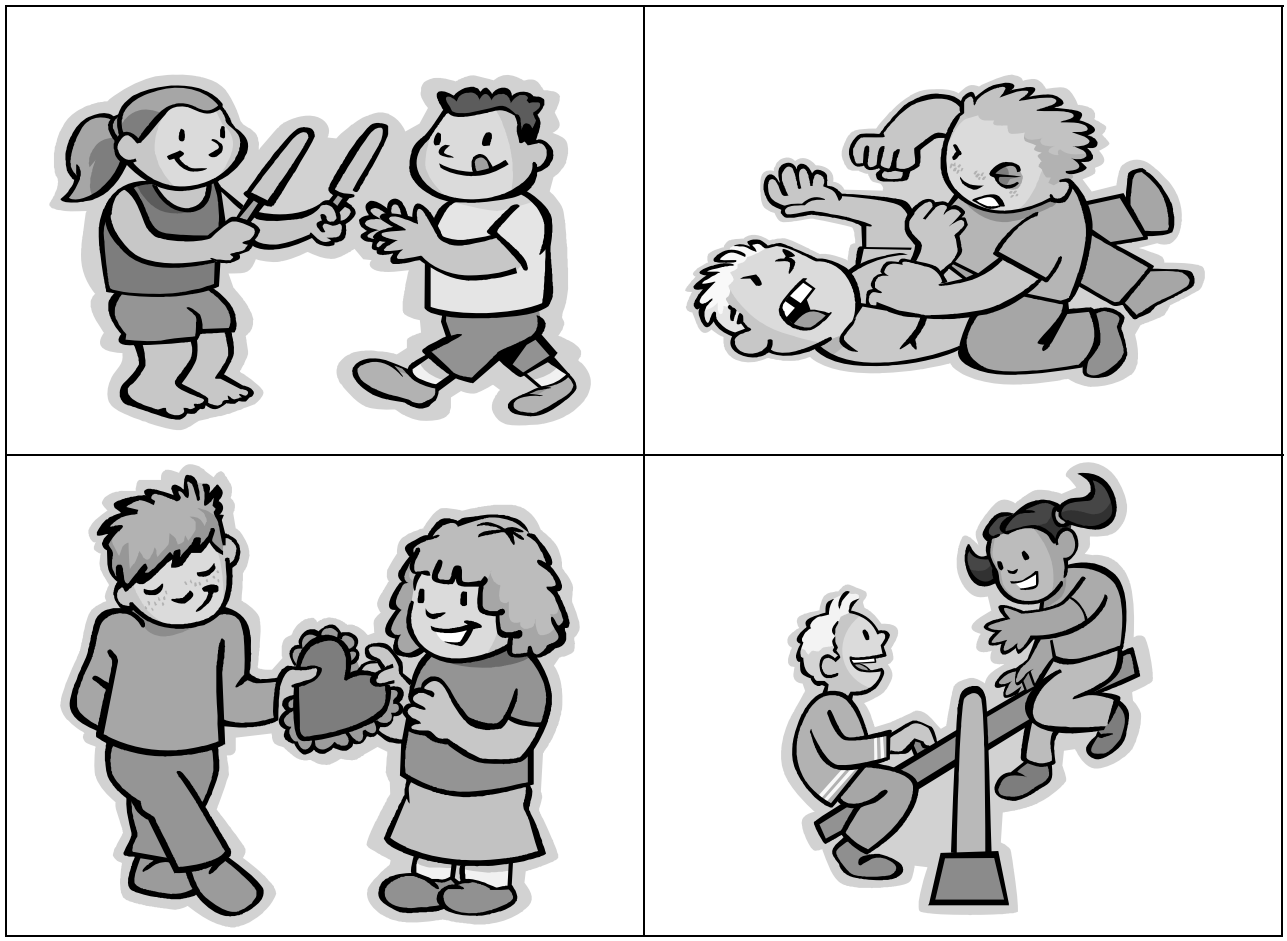
Student Activity Sheet

Name_____

DIRECTIONS:
Put an “X” on the picture if it shows something a friend would not do.
Circle the picture if it shows what a friend would do.



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Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: How Do I Act Like A Friend? **Lesson** 2 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.0K: Demonstrate how to be a friend.

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

Materials (include activity sheets and/ or supporting resources)

2 puppets (from previous lesson)
Scenario Activity Sheet (cut into strips)
Friendship song

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

	Goal 1: Gather, analyze and apply information and ideas
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
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one positive action in response to one scenario.

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 role play the Scenarios to demonstrate how to be a friend.

Lesson Preparation

Essential Questions: How does a person act when they want to make a friend?

Engagement (Hook): Bring in the two puppets from the previous lesson. Say, "Raise your hand if you remember Juan and Jill. They helped us learn some things friends do. Today we are going to learn some more about friends."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor says, "Hold your thumb up. You will hold your thumb up when you see one of the friends in this class act like a good friend. "	1. Children follow directions.
2. Counselor says, "I have some things written on slips of paper in this box. When you are chosen, you will come up here and take a slip of paper out of the box. I will read it to you and you will tell me what a good friend would do. Then you will choose the next friend to come up and draw a slip of paper. "	2. Students listen and look at counselor.
3. Counselor chooses a student. Student comes up and draws a slip of paper. Counselor reads the scenario. (If the student cannot appropriately respond, guide the student to the correct response.)	3. Student demonstrates how to be a friend.
4. Counselor asks the class to show thumbs	4. Students show thumbs up.

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up if the student responded like a good friend.	
5. Counselor directs the student to pick another student to come and draw a slip of paper.	5. Students respond appropriately.
6. Procedure is repeated with the entire class.	6. Students respond appropriately.
7. End lesson by singing *Friendship* song	7. Students sing *Friendship* song

Teacher Follow-Up Activities

Practice singing *Friendship* song.

Counselor reflection notes (completed after the lesson)

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Scenarios

Someone needs a red crayon and you have two. What would a good friend do?
Someone falls down at recess. What would a good friend do?
Someone's shoe comes untied and they can't tie shoes, but you can. What would a good friend do?
Someone doesn't know how to find the nurse's office and you know where it is. What would a good friend do?
Someone knocks all the crayons off the table. They are trying to pick them up. What would a good friend do?
Someone can't open the door to the classroom. You can. What would a good friend do?
You have a friend come over to your house. You only have 1 cookie and you really want to eat it all. What would a good friend do?
You have a friend come over to your house. You just got a new toy and you really want to play with it. Your friend wants to play with it, too. What would a good friend do?
Your friend falls down and scrapes their knee at recess. They are bleeding. What would a good friend do?

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Someone right behind you in line to get a drink is REALLY thirsty. You are a little thirsty but not as thirsty as they are. What would a good friend do?
The teacher is trying to explain something to the class. You need to get a drink. What would a good friend do?
Someone sitting next to you can't open his or her snack. You can. What would a good friend do?
You are walking down the hall and you see one of your classmates crying. What would a good friend do?
Someone needs a pair of scissors and you are finished using yours. What would a good friend do?
Someone is really trying as hard as they can to color nicely. You look at their paper. What would a good friend say?
Someone gives you a piece of candy. What would a good friend say?
You really like to play with one of your friends because they always share. What would a good friend say?
Someone asks you if you would like to have a cookie. You don't like the kind of cookie they want to give you. What would a good friend say?

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The friend who sits next to you always forgets to raise their hand. What would a good friend do and say?
The friend who sits next to you always tries to talk to you while the teacher is talking. What would a good friend say and do?
Someone tells you they are not going to be your friend anymore. What would a good friend say?
Someone pushes you down at recess. What would a good friend say?
You see someone running down the hallway at school. What would a good friend say?
Someone cuts in front of you in line. What would a good friend say?
Someone doesn't have any glue. You have some glue. What would a good friend do?
Someone can't zip their coat. You can. What would a good friend do?
There is trash on the floor all around your desk. What would a good friend do?

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Someone is waiting to swing on the swings at recess. You have been swinging all recess long. What would a good friend do?
You hang up your coat in the closet and the coat next to yours falls down. What would a good friend do?

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Friendship Song

Written by Annie Moffatt

(Sung to the tune of *If You're Happy And You Know It, Clap Your Hands*)

If you're friendly and you know it
Say, "I'll help"
If you're friendly and you know it
Say, "I'll help"
If you're friendly and you know it
Then your friends will say
You show it
If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Say, "I'll share"
If you're friendly and you know it
Say, "I'll share"
If you're friendly and you know it
Sharing is the way to show it
If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Say kind words
If you're friendly and you know it
Say kind words
If you're friendly and you know it
Being kind will always show it
If you're friendly and you know it
Say kind words

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Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: How We Are Alike and Different **Lesson** 3 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.0K: Identify similarities and differences between self and others.

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

Materials (include activity sheets and/ or supporting resources)

2 clear drinking glasses
1 half-pint carton of white milk
1 can of caramel colored soda
Chart paper and markers/dry erase board/ SMART Board or other visual display
Teacher Activity Sheet
Stand Up Sit Down Song

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
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
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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three likes, dislikes, and/or traits.

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 participate in a game to identify likes, dislikes, and/or traits.

Lesson Preparation

Essential Questions: How am I like my friends? How am I different from my friends?

Engagement (Hook): "Look at these two glasses. They are the same. Look at this carton. What is inside of it? (Call on students who have raised their hands to give guesses.) Let's open this carton and pour what is inside in this glass. (Demonstrate.) What's inside? (Milk.) Raise your hand if your guess was correct. Look at this can. What do you think is inside of it? (Call on students who have raised their hands to give guesses.) Let's open this can and pour it into the other glass. What was inside? (Soda.) Raise your hand if your guess was correct."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor says, "Let's think about how the milk and the soda are alike. I am going to draw a glass of milk here and a glass of soda here. See how they are connecting? (Draw the glasses like a Venn diagram with an overlapping space where they connect.) We are going to put a mark here [in the connecting space] for every way we can think of that shows how milk and soda are the same. How are they the same?" {Possible answers: drinks, taste good, pour them, they go in glasses, liquids, etc} As students give plausible answers, make tally marks in the area the glasses connect.	1. Students follow directions and brainstorm ways they are the same.
2. Counselor says, "Now, let's think of ways the milk and soda are different."	2. Students raise their hands and offer suggestions.

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Counselor writes the word 'DIFFERENT' on the board. "Who can tell me how they are different?" {Possible answers: milk's white, soda is brown; milk is not carbonated, soda is; milk is from a cow, soda is made by man; milk has fat, soda has sugar; some people think milk is healthy for you, most people agree soda is not so healthy for you; milk is good for your teeth, soda is bad for your teeth; etc.} As the students give plausible differences, the counselor puts tally marks under the word 'DIFFERENT' on the board.	
3. Look at and discuss how many tally marks were made; how milk and soda are the same in some ways and different in others.	3. Students participate in the discussion.
4. Counselor says, "Now we are going to see how we are the same as each other and how we are different from each other. Stand up if you like pizza. Look around. Did everyone stand up? [Say either: "Yes, because we all think pizza is tasty!" OR "No, some people do not like pizza and that's OK!"]	4. Students who like pizza stand up.
5. Counselor says, "If pepperoni pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.]	5. Students who like pepperoni pizza best sit down.
6. Counselor says, "If cheese pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.]	6. Students who like cheese pizza best sit down.
7. Counselor calls on students who are left to tell their favorite pizza, then sit down.	7. Students participate appropriately.
8. Counselor says, "Did we all like pizza? Did we all like the same kind of pizza? Is one pizza better than another? NO! Some people just like one kind of pizza more and THAT'S OK! We are alike because we like pizza and we are different because we like different types of pizza."	8. Students participate appropriately.

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9. Counselor says, "Stand up if you have hair. Does everyone have hair? Sit down if you have dark colored hair. Did everyone sit down? NO! Sit down if you have light colored hair. Did everyone sit down? Yes! We are alike because we have hair. We are all different because our hair is different colors. Is one color better than another? NO! Different is not bad it is just DIFFERENT!"	9. Students participate appropriately.
10. Continue with all choices on the Teacher Activity Sheet.	10. Students participate appropriately
11. End the Lesson by summing up how students are alike and different, and singing the *Stand Up Sit Down* song.	11. Students participate appropriately

Teacher Follow-Up Activities

Call students to line up by ways they are the same and different (color of eyes, boys and girls, blonde hair, etc.).

Counselor reflection notes (completed after the lesson)

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Teacher Activity Sheet

Be Sensitive to individual differences in the group.

Ice Cream	chocolate	vanilla
Eyes	blue	brown
Cookies	oatmeal	chocolate chip
Skin	dark	light
Cake	chocolate	yellow
Candy	chocolate bars	suckers
Child	boy	girl
Clothes	pants	skirt or dress
Shoes	tennis shoes	boots
Popsicles	cherry	grape
Hair	long	short
School, like best:	recess	lunch
Recess	swing	basketball
Lunch	bring from home	school lunch
Color	favorite is red	favorite is blue
See	wear glasses	don't wear glasses
Legs	two legs	"We all have two legs!!!!"
Ears	two ears	"We all have two ears!!!!"
Nose	one nose	"We all have one nose!"

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Stand Up Sit Down Song

Written by Annie Moffatt
(Sung to the tune of Old MacDonald Had A Farm)

In this class there are some kids,
We are all alike,
We look different, yes, it's true
Different things we like.

Will the boys stand up?
Will the girls stand up?
Boys down,
Girls down,
We are kids all around

In this class there are some kids
We are different too!

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Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: Feeling Faces **Lesson** 4 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.0K: Identify feelings of others.

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

Materials (include activity sheets and/ or supporting resources)

Puppet
4 Basic Feeling Faces sheet
Student Activity Card Strips
Feelings poem

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
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
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving

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	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will act out one feeling in response to a scenario.
The student will correctly identify at least five feelings as acted out by classmates.

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 act out and identify feelings in response to scenarios.

Lesson Preparation

Essential Questions: How can you tell what others are feeling?

Engagement (Hook): "Today our puppet friend Emo (short for emotions) is going to help us learn a poem about feelings. Listen to Emo, and repeat each line after he says it." The second time the students say the poem, display each of the feeling cards as the students talk about that feeling in the poem. Say the poem with the students one more time, pointing to the feeling card as the feeling is discussed.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor says, "Emo is going to pick a friend to come up here and help. That friend must be sitting crisscross with hands in his or her lap to be chosen." Emo whispers the name of one of the students to the counselor. Counselor says, "Emo picked _____ (say name of student) for sitting so nicely."	1. Students are watching as the chosen student comes to the front.
2. Counselor says to student, "You are going to reach into this bag and pick out one of these pieces of paper. On the paper is something that might happen to you."	2. Students watch as the student selects a piece of paper from the bag.
3. Counselor says, "Give the paper to me. Emo and I will whisper what it says to you. Keep it a secret and don't tell! "	3. Students watch as Emo and the Counselor read the card and whisper what it says to the student.
4. Counselor says, "Now _____ will act out the feeling he/she would have if the thing that was written on the paper really happened. Watch his/her face and	4. Students watch as the student acts out the feeling.

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decide which of these feelings you see."	
5. Counselor says, "What was he/ she feeling? Was he/she feeling (hold up 1 finger) mad? Was he/she feeling (hold up 2 fingers) sad? Was he/she feeling (hold up 3 fingers) happy? Was he/she feeling (hold up 4 fingers) afraid?"	5. Students watch and hold up fingers as the counselor demonstrates.
6. Counselor says, "_____, act out your feeling again. Class, which feeling was it?"	6. Students hold up the appropriate number of fingers to designate the correct feeling.
7. Counselor says, "Yes, the feeling was _____. The piece of paper said: _____. That would make most of us feel _____. How could you tell he/she was feeling _____? " Counselor calls on several different students.	7. Students raise their hands to answer the question.
8. "Emo wants to know how her/his face told you the feeling he/she was acting out? What clue did you get?" Counselor calls on several students.	8. Students raise their hand to answer.
9. Counselor says, "_____ will pick another friend to come and act out the next feeling. That friend must be sitting crisscross with hands in his or her lap to be chosen!"	9. Students sit correctly to be chosen.
10. Procedure is repeated with all the scenarios on Student Activity Cards (or any you would like to add). Emphasis should be placed on how the face shows how people feel.	10. Students follow directions.
11. End by having the students say the poem again.	11. Students recite the poem.

Teacher Follow-Up Activities

Teacher may have the students illustrate a feeling of their choice. The students could draw a picture showing themselves when they felt angry, sad, happy, afraid.

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Counselor reflection notes (completed after the lesson)

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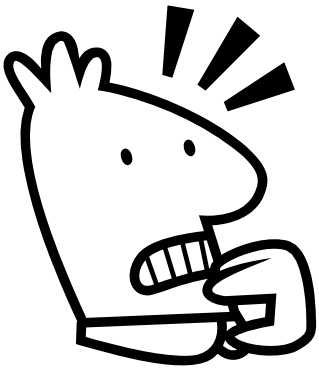
OPTIONS: Counselors could make a set of feeling flash cards, laminated and held together by a metal ring for each student to use (instead of having students hold up fingers, they could show the feeling card). These could also be enlarged for display on the board.

4 Basic Feelings

1. Mad	2. Sad
3. Happy	4. Afraid 

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Student Activity Strips – cut apart and place in a bag or container

Your favorite toy gets broken.
Your friend pushes you.
You are having a birthday party.
You are going on a trip.
Your pet dies.
Your mother is sick.
You get a new video game.
You are going to a movie.
Your friend tells you they don't like you anymore.
Your teacher gives you some candy.
Your mom and dad get into a fight.
Someone hits you.

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Feelings Poem

Written by Annie Moffatt

Sometimes I feel sad,
Sometimes I get mad,
Then before you know it
My face begins to show it.

Sometimes I feel happy,
Then I'm nice and snappy,
Singing all day long
I sing a happy song.

Other days, afraid I feel,
Some things that scare me are not real,
Like a monster by my bed,
The scary thoughts are in my head.

On days when I am feeling mad,
Everything seems really bad,
When my temper gets real hot,
I want to fight but I must not!

Watch my face and you will see
Feelings deep inside of me
Happy, scared, or mad, or blue
My face it always gives a clue

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Friendship is the Perfect Blendship Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How can I be a good friend to others? How do we recognize and show feelings?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).		PS.2.A.0K: Demonstrate how to be a friend. PS.2.B.0K: Identify similarities and differences between self and others. PS.2.C.0K: Identify feelings of others.		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 1
2. The student will identify one positive action in response to one scenario.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1

3. The student will identify three likes, dislikes, and/or traits.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1
4. The student will act out one feeling in response to a scenario.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1
5. The student will identify at least five feelings as acted out by classmates.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1

ASSESSMENT DESCRIPTION:
Students will demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings of others.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
Obj. #	**INSTRUCTIONAL STRATEGIES: (What Students Do)** See Lessons:
1	Lesson 1 How Does a Friend Act?
2	Lesson 2 How Do I Act Like a Friend?
3	Lesson 3 How We Are Alike And Different
4	Lesson 4 Feeling Faces

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 How Does a Friend Act? Lesson 2 How Do I Act Like a Friend? Lesson 3 How We Are Alike And Different Lesson 4 Feeling Faces				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls. 1, 3 _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	**Indirect:** ___X___ Problem Solving Ls. 2 _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___X___ Games Ls. 3, 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls. 4 _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects ___X___ Assigned Questions Ls. 1 _____ Learning Centers	**Interactive Instruction** _____ Debates ___X___ Role Playing Ls. 4 _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X___ Discussion Ls. 2, 4 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls. 2 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Elementary Interactions **Grade Level:** 1

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Any time of year would be appropriate; however, it might be helpful to do it first semester since it introduces positive ways to express feelings.

Lesson Titles:
Lesson # 1: Friendship Line Dancing
Materials/Special Preparations Required
One Puppet
Enough space for students to stand in two lines facing each other.

Lesson # 2: Same and Different
Materials/Special Preparations Required
SMART Board, white board, or chart paper and appropriate writing utensils

Lesson # 3: Express Yourself!
Materials/Special Preparations Required
Express Yourself Song
Express Yourself Handout

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):
PS.2.A.01: Demonstrate the ability to be a friend. (DOK Level-2)
PS.2.B.01: Identify similarities and differences among students within the school community. (DOK Level-2)
PS.2.C.01: Express feelings effectively, both verbally and non-verbally. (DOK Level-2)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

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X	Goal 4: Make decisions and act as responsible members of society 7. Identify & apply practices that preserve and enhance the safety and health of self and others

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

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

Why is it important to be accepted by others?

Unit Measurable Learning Objectives:

The student will demonstrate at least four friendship skills.
The student will name three differences and three similarities among his/her peers.
The student will determine an appropriate way to express six feelings.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)
_____ Indirect
__X__ Experiential (Simulations; Games)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming: Peer Partner Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will demonstrate various friendship skills with a partner.
Students will name ways they are alike and different from their peers.
Students will express their feelings appropriately through class discussion and a handout.

Brief Summary of Unit:

Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.

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

Students will have to have a basic understanding of friends. Students will need to be able to

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identify a variety of feelings.

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Unit 1 Title: Elementary Interactions

Lesson Title: Friendship Line Dancing **Lesson** 1 of 3

Grade Level: 1

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.01: Demonstrate the ability to be a friend.

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

A. Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

One puppet
Enough space for students to stand in two lines facing each other

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will demonstrate at least four friendship skills.

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 various friendship skills with a partner.

Lesson Preparation

Essential Questions: Why do you need friends?

Engagement (Hook):
Counselor asks puppet why he is feeling bad. Puppet says that he is down because he is having difficulty keeping friends. Counselor lets puppet know that he's in luck because today we are going to be practicing ways of keeping friends.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor divides the students into two groups and asks them to form two lines that will face each other.	1. Students stand up and form two lines facing each other.
2. Counselor states "I would like the people in the left line to shake hands and say "Hi, my name is _____?" to the person across from them in the right line.	2. Students in the left line would shake hands and talk to the students in the right line.
3. Counselor has the person in the right line say and do the same thing to the people in the left line.	3. Students in the right line would shake hands and talk to the students in the left lane.
4. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor asks the person in the left line to say 'How are you today?' with a smile. The person from the right line answers the question.	4. Students in the left lane slide one person to the right. Left line students ask the right line students the question of how they are today.
5. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor has the person on the right pat the person on the left on the back and say, "Are you okay?" The person from the left	5. Students in the left lane slide one person to the right. Right line students ask the left line students if they are okay and pat them on the back.

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side answers the question.	
6. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. The person on the left line asks the person on the right line, "Would you like to play with us?" The person on the right line says yes.	6. Students in the left lane slide one person to the right. Left line students ask the right line students if they would like to play with them. The students in the right line respond yes.
7. Counselor has students in the left line move to the end of the line and everyone in the left line moves to the right. The person in the right line asks the person in the left line "May I please borrow your markers?" Students in the left line say "yes".	7. Students in the left lane slide one person to the right. Right line students ask the right line students if they can borrow the person on the right line's markers. Students in the left line respond affirmatively.
8. If time permits, counselor can continue having the students practice various other friendship skills in the line.	8. Students participate.
9. Counselor then states that today we learned that good friends introduce themselves to others, asks how they are doing, invites them to play, and shares with them.	9. Students listen.

Teacher Follow-Up Activities

Teacher will continue doing friendship activities with class and reminding them of the friendship skills when students seem to be having problems keeping their friends.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Elementary Interactions

Lesson Title: Same and Different **Lesson** 2 of 3

Grade Level: 1

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.01: Identify similarities and differences among students within the school community.

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

Materials (include activity sheets and/ or supporting resources)

SMART Board, white board, or chart paper and appropriate writing utensils

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will name three differences and three similarities among his/her peers.

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 name ways they are alike and different from their peers.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor has class do a song regarding similarities and differences to the tune of "If You're Happy".

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor has the class form a circle sitting on the carpet. The counselor says that they are going to do an activity that goes to the tune of "If You're Happy and You Know It". Counselor is going to say, "If you're 6 years old and you know it, clap your hands. If you're 6 years old and you know it, clap your hands. If you're 6 years old and you know it and your birth certificate shows it, if you're six years old and you know it clap your hands. If you're in first grade and you know it stomp your feet, if you're in first grade and you know it stomp your feet, if you're in first grade and you know it and your teacher really shows it, if you're in first grade and you know it stomp your feet. If you have blonde hair and you know it jump up and down, if you have blonde hair and you know it jump up and down, if you have blonde hair and you know it and people always stare, if you have blonde hair and you know it jump up and down. If you're wearing blue today wave your hand, if you're wearing blue today wave your hand, if you're wearing blue today and you only have nice things to say, if you're wearing blue today wave your hand. If you like to read and you know it, blink your eyes if you like to read and you know it, blink your eyes, if you like to read and you know it and you do so with some	1. Class forms a circle and students participate in what the song says if that quality applies to them.

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speed, if you like to read blink your eyes."	
2. Counselor asks the students if all of the parts of the song fit all of us. "Which parts of the song did you notice did not fit everyone (i.e. hair color, clothing)? The parts of the song that fit all of us were the ways we are the same. The parts of the song that did not fit all of us were the ways we are different. Even though we are not the same in every way can we still be friends? Can we still have fun together?"	2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.
3. Counselor writes the words "same" and "different" on the white board. Counselor asks students to name ways we are the same and the ways that we are different. Counselor writes these ideas on the board.	3. Students name ways that they are the same and different.
4. Counselor concludes the lesson by reiterating that although we have similarities and differences, we can still get along with each other.	4. Students share final thoughts.

Teacher Follow-Up Activities

Teacher continues to remind students that although people are different they can still get along.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Elementary Interactions

Lesson Title: Express Yourself! **Lesson** 3 of 3

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.01: Express feelings effectively, both verbally and non-verbally.

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

Materials (include activity sheets and/ or supporting resources)

Express Yourself Song
Express Yourself Handout

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	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		Problem Solving
	Courage	X	Compassion		Tolerance
	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

Students will determine an appropriate way to express six feelings.

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 express their feelings appropriately through class discussion and a handout.

Lesson Preparation

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

Engagement (Hook): Counselor will hook the students by having them in the circle singing the "Express Yourself" song to the tune of "London Bridges" and acting out the motions.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will have the students form a circle standing up around the carpet.	1. Students will form a circle standing up around the carpet.
2. Counselor will introduce the students to the song by letting them know it is sung to the tune of "London Bridge" and let them know that they will not only be singing but also using hand motions. The counselor will sing the first verse to the song "Express Yourself" and do the hand motions. The counselor will ask the class to repeat after her. The counselor will sing the 2nd verse and have the class repeat after her. The counselor will continue singing each verse and having the students repeat after her.	2. Students will repeat each verse after the counselor and do the appropriate hand motions.
3. The counselor will then ask the students to go back to their desk/table and get out a pencil	3. Students will leave the circle and go back to their desk.
4. Counselor will hand each student the "Express Yourself Handout". Once each student has the worksheet, the counselor will read the directions with the class.	4. Student will receive handout and start working on it based on the directions.
5. Counselor will recap with students the importance of releasing their feelings in good ways that don't hurt	5. Students share final thoughts.

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themselves/others.	

Teacher Follow-Up Activities

Teacher will follow up with students when she sees them having difficulty expressing their feelings.

Counselor reflection notes (completed after the lesson)

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Express Yourself Song

Written by Annie Moffatt

(Sung to the tune of "London Bridges Falling Down")

When I feel sad I write in a journal, write in a journal, write in a journal, when I feel sad I write in a journal; whenever I feel sad.
(Counselor and students pretend like they're writing in air)

When I feel happy, I like to smile, I like to smile, I like to smile, when I feel happy I like to smile; whenever I feel happy.
(Counselor and students put a big smile on their faces)

When I feel worried, I think good thoughts, I think good thoughts, I think good thoughts, when I feel worried, I think good thoughts; whenever I feel worried.
(Counselor and students point to their temple on their head)

When I feel proud, I pat myself on the back, pat myself on the back, pat myself on the back, when I feel proud I pat myself on the back; whenever I feel proud.
(Counselor and students pat themselves on their own backs)

When I feel mad, I count to 10, count to 10, count to 10, when I feel mad, I count to 10; whenever I feel mad.
(Counselor and students count to 10 with their hands)

When I feel loved, I give good hugs, give good hugs, give good hugs, when I feel loved, I give good hugs; whenever I feel loved.
(Counselor and students give themselves their own personal hug)

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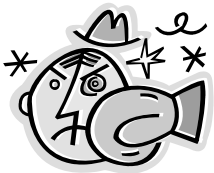
Express Yourself Handout

Please circle the best way to express yourself for each feeling

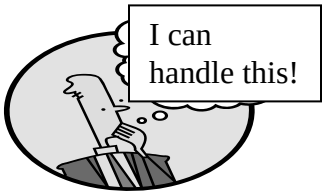
If you're feeling mad, you should or Count to 10 1,2,3,4,5,6,7,8,9,10

If you're feeling loved, you should  or

If you're feeling sad, you should or

If you're feeling happy, you should or

Smile Laugh in class

If you're feeling worried, you should or 

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Elementary Interactions Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is it important to fit in?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate at least four friendship skills.		PS.2.A.01: Demonstrate the ability to be a friend. PS.2.B.01: Identify similarities and differences among students within the school community. PS.2.C.01: Express feelings effectively, both verbally and non-verbally.		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 2
2. The student will name three differences and three similarities among his/her peers.		PS.2.A.01 PS.2.B.01 PS.2.C.01		RF.1.2 W.1.8 SL.1.1	P/SD A	Level 2 Level 2 Level 2

				SL.1.6 L.1.1		
3. The student will determine an appropriate way to express six feelings.		PS.2.A.01 PS.2.B.01 PS.2.C.01		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	P/SD A	Level 2 Level 2 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate various friendship skills with a partner.
Students will name ways they are alike and different from their peers.
Students will express their feelings appropriately through class discussion and a handout.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__Direct _____ Indirect __X__Experiential _____ Independent study __X__Interactive Instruction
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching ___X___ Drill & Practice Ls. 3 ___X___ Compare & Contrast Ls. 2 _____ Didactic Questions	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X___ Simulations Ls. 1 ___X___ Games Ls. 2 _____ Storytelling _____ Focused Imaging	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls. 2 ___X___ Peer Partner Learning Ls. 1 _____ Discussion

	___X___ Demonstrations Ls.1, 3 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls. 2, 3	_____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls. 2 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit1 Title: Individual and Group Differences **Grade Level:** 2

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Prior to winter vacation

Lesson Titles:

Lesson 1: Acting Out Respect and Compromise

Materials/Special Preparations Required

2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks

Dry erase board or SMART Board

Lesson 2: Family Traditions

Materials/Special Preparations Required

Song about traditions

Family Traditions handout

Symbol, picture, or story regarding family traditions

Lesson 3: Be a Problem Solving Star

Materials/Special Preparations Required

STAR Problem Solving Steps handouts

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):

PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend. (DOK Level-4)

PS.2.B.02: Identify similarities and differences among families and their traditions. (DOK Level 2)

PS.2.C.02: Identify the steps of solving problems and conflicts with others. (DOK Level 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, 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.
	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 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Question

How do people work through conflict?

Unit Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.
The student will identify one personal family tradition.
The student will utilize the STAR problem solving to solve at least one scenario.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Explicit Teaching; Guided & Shared)
___ Indirect
X__Experiential (Role-playing)
_X_Independent Study (Learning Activity)
X__ Interactive Instruction (Role-playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

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Brief Summary of Unit:
Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method.
Students will learn about their family traditions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The students will need to know how to be a friend.
The students will need to be familiar with similarities and differences.
Students having knowledge about feelings would be helpful.

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Unit 1 Title: Individual and Group Differences

Lesson Title: Acting Out Respect and Compromise **Lesson** 1 of 3

Grade Level: 2 **Length of Lesson:** 30- 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.

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

Materials (include activity sheets and/ or supporting resources)

2 puppets, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks
Dry erase board or SMART Board

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

	Goal 1: Gather, analyze and apply information and ideas
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.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.

Lesson Formative Assessment (acceptable evidence):

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

Students will demonstrate friendship skills by using the puppets.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Begin the lesson by using two puppets to illustrate inappropriate ways of interacting with others, such as, shoving, shouting, pushing, and not sharing. Ask students if they would like to play with these "friends," and if not, why not?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Using the puppets, ask students: What are some ways that we show others that we want to be their friend?	1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and kind to each other.
2. Write responses on the board.	2. Students review the responses.
3. Ahead of time, make a puppet using the paper bag, yarn, and markers. a. Give each student a bag and yarn. b. Students get out their markers and glue (for the yarn) to complete the puppets.	3. Students use the brown paper lunch bags to make puppets to practice friendship skills.
4. The instructor divides the students into pairs and gives them the following situations to act out with their partner. a. Name your puppet and introduce your puppet to your partner's puppet. b. Tell your partner puppet something you like to do. c. Tell your partner about your family. d. Make up your own idea.	4. Students practice friendship skills with their partner's puppet.

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Teacher Follow-Up Activities

The teacher encourages students to use appropriate friendship skills at all times.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Individual and Group Differences

Lesson Title: Family Traditions **Lesson** 2 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.02: Identify similarities and differences among families and their traditions.

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

Materials (include activity sheets and/ or supporting resources)

A symbol, picture or story regarding family traditions (e.g. a pickle ornament that is hidden on the tree each year; a dreidel that is used to play the "dreidel game" on the first night of Hanukah, or a kinara that holds the red, green, and black candles of Kwanzaa each year).

Family Tradition Activity Sheets

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

X	Goal 1: Gather, analyze and apply information and ideas 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	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 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one personal family tradition.

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 discuss the school and family traditions that he/she takes part in.
Student will complete *Family Tradition* worksheet accurately.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor will show and, as appropriate, pass around the symbol(s) of a family tradition he or she brought to the class.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After all students have had a chance to look at the symbol(s), the counselor will ask students to hypothesize about the meaning of the chosen symbol(s). When students have had an opportunity to make a number of guesses, the counselor will tell students the story of the meaning of the symbol(s) in his or her family.	1. Students will offer their ideas about the meaning of the symbol.
2. Counselor will ask students to explain what tradition means and then help define it for them (i.e. custom, ritual, habit, practice). Counselor will ask the students to name traditions that happen in their school.	2. Students will raise their hands and share what they think tradition means. Students will also share what traditions that they see in their school.
3. Counselor will share with students some traditions in which his or her family participates in.	3. Students will share traditions that exist in their family.
4. Counselor will ask students to think of	4. Students will share traditions that their

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some traditions that exist in his or her family. Counselor will then get students to focus on some family traditions that they have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukkah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months, which is their tradition.	family participates in. Students' will then focus on what traditions their family has during the winter.
5. Counselor will hand out *Family Traditions* worksheets and go over the directions with the students.	5. Students will cut out pictures and paste them under the appropriate heading.

Teacher Follow-Up Activities

Teacher may do a writing activity with the students using Family Traditions as a prompt.

Counselor reflection notes (completed after the lesson)

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FAMILY TRADITIONS

Different families have different traditions. Some families traditionally celebrate one of the following holidays during the winter months.

KWANZAA **HANUKKAH**

RAMADAN **CHRISTMAS**

ONE OF MY FAMILY'S TRADITION S:

_____

_____

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PLEASE CUT THESE PICTURES OUT BELOW AND PASTE THEM UNDER THE APPROPRIATE HOLIDAY.

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Unit 1 Title: Individual and Group Differences

Lesson Title: Be a Problem Solving Star **Lesson** 3 of 3

Grade Level: 2

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.C.02: Identify the steps of solving problems and conflicts with others.

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

Materials (include activity sheets and/ or supporting resources)

STAR problem solving steps handouts

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

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

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

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will utilize the STAR problem solving to solve at least one scenario.

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 use STAR to solve scenarios based on common problems in the classroom.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the STAR steps.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem?	1. Students respond that it is a math problem and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. • **S** = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • **T** = Think, take time to think about possibilities, and what could happen with each one. • **A** = Act, take the action you think is best for the situation. • **R** = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again.	3. Students look at the handout as the counselor explains the problem solving steps.
4. Counselor demonstrates how to use the	4. Students listen and ask questions for clarity.

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STAR problem solving steps to solve the math problem on the board, and then tells students that these same steps can be used to solve other problems we face every day.	
5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.	5. Students participate in deciding what to do for each of the STAR steps.
6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.	6. Students actively participate in using STAR to solve common problems.
7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.	7. Students offer ideas and participate.
8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.	8. Students as a group or in small groups practice using STAR to solve problems.

Teacher Follow-Up Activities

Teacher posts STAR problem solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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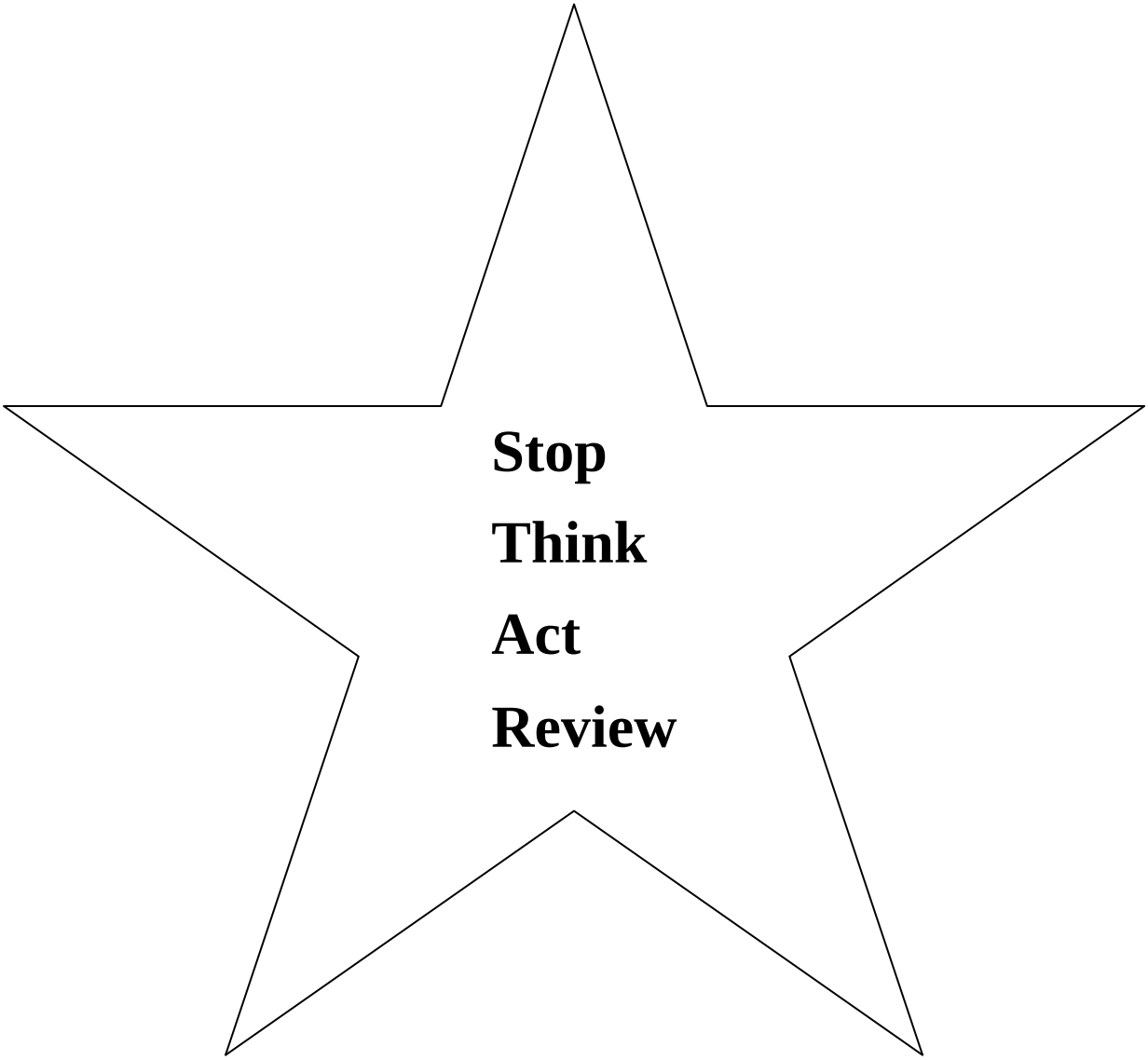
Be a Problem Solving STAR



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Individual and Group Differences Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method. Students will learn about their family traditions.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How do people work through conflict?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will use a puppet to demonstrate at least one friendship skill.		PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend PS.2.B.02: Identify similarities and differences among families and their traditions. PS.2.C.02: Identify the steps of solving problems and conflicts with others.		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 1
2. The student will identify one personal family tradition.		PS.2.A.02: PS.2.B.02:		W.2.8 SL.2.1	P/SD A	Level 4 Level 2

		PS.2.C.02:		SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6		Level 1
3. The student will utilize the STAR problem solving to solve at least one scenario.		PS.2.A.02: PS.2.B.02: PS.2.C.02:		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	P/SD A	Level 4 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct _____ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture ___X___ Explicit Teaching Ls. 3	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs	_____ Debates ___X___ Role Playing Ls. 1 _____ Panels ___X___ Brainstorming Ls. 3 _____ Peer Partner Learning

	_____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls. 2	_____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls. 1 _____ Model Building _____ Surveys	_____ Reports ___X___ Learning Activity Ls. 2 Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	___X___ Discussion Ls. 2 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Respecting Individual and Group Differences **Grade Level:** 3

Number of Lessons in Unit: 4

Time Required for each lesson: 20-30 Minutes

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

Lesson Titles:

Lesson 1: Celebrate Your Culture
Materials/Special Preparations Required
Drawing paper or poster paper
Drawing materials (for optional activity)

Lesson 2: Communicating with *I-Messages*, Part 1
Materials/Special Preparations Required
2 puppets
Script for negative scenario (sample script is provided)
Script for positive scenario using *I-Messages* (sample script is provided)

Lesson 3: Communicating with *I-Messages*, Part 2
Materials/Special Preparations Required
I-Messages information sheet (A copy for each student)

Lesson 4: Be a Problem Solving Star
Materials/Special Preparations Required
STAR Problem Solving Steps (A copy for each student)

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

Grade Level Expectations (GLEs):
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships. (DOK Level-2)
PS.2.B.03: Recognize and respect the differences between personal culture and other cultures. (DOK Level-2)
PS.2.C.03: Apply the steps of solving problems and conflicts with others. (DOK Level-3)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures

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X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy ad clarity
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 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

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

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

Unit Essential Questions:

Is it important to fit in to a group? Why or why not?

Unit Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.
The student will determine one positive and one negative response for at least three friendship interactions.
The student will demonstrate the use of I-Messages for at least three social situations.
The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Lecture; Explicit Teaching; Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion)
_X_ Experiential (Games; Focused Imaging; Role-playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning; Problem Solving)

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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their own cultures' customs and those of others.
Students will recognize and use I-Messages when interacting with others.
Students will use the STAR problem solving steps when they are faced with problems and conflicts.

Brief Summary of Unit:
Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of how to make and keep friends would be helpful
Some knowledge of their family's cultures and traditions would be helpful

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Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Celebrate Your Culture **Lesson** 1 of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.B.03: Recognize and respect the differences between personal culture and other cultures.

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

Materials (include activity sheets and/ or supporting resources)

Drawing paper or poster board
Drawing materials for optional activity

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.

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 their own culture's customs and those of others.

Lesson Preparation

Essential Questions: What happens when people respect differences in others?

Engagement (Hook): Counselor mentions a recent celebration in his/her family and their special customs for the event. Present photos and/or other artifacts of the event.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor begins by telling the class about a recent celebration event in his/her family (wedding, anniversary, birthday, holiday, etc.) and shares a special family custom for the event, such as the birthday person eating from a special plate, or a special food that is served for the occasion.	1. Students listen.
2. The counselor asks students to share some special occasions/events observed by their families/neighborhoods, and special activities/traditions connected with the event (wedding customs, etc.).	2. Students volunteer to tell about special occasions/events and customs.
3. The counselor leads a discussion including the various customs, and relates them as part of the students' family culture.	3. Students participate in discussion.
4. Counselor expands the discussion to include community, state, and/or national events and customs (fireworks on Independence Day, turkey for	4. Students continue to participate in discussion.

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Thanksgiving, etc.). 5. Optional activity: Have students draw a picture of a special event in their family culture and one from the culture of the community or country, then share with the class or display in hallway or on a bulletin board.	5. (Optional) Students will draw and display a picture of a special event in their culture and their country or community.

Teacher Follow-Up Activities

Teacher will display student drawings or posters, and throughout the year will relate various celebrations and events to culture.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 1 **Lesson** 2 of 4

Grade Level: 3

Length of Lesson: 10-15 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

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

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

2 Puppets
Script for a negative scenario
Script for a positive scenario using I-Messages

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	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 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine one positive or one negative response for at least three friendship interactions.

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 participate in a discussion and give a positive or negative visual response to each scenario.

Lesson Preparation

Essential Questions: What does a quality (positive) relationship look like?

Engagement (Hook): Puppet dialogue illustrating negative communication between friends (see scripts, page 4)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age/grade (see script of negative scenario).	1. Students watch negative puppet scenario.
2. Counselor asks students to describe what happened in the scenario.	2. Students talk about the dialogue they watched.
3. Counselor asks what will probably happen next, and whether the friendship can be saved.	3. Students offer ideas and discuss whether this friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.	4. Students offer at least 3 ideas (have all other students give thumbs up or thumb down for positive and negative actions).
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of *I-Messages.*	5. Students watch scenario.
6. Counselor asks students to describe why the second scenario had a more positive outcome.	6. Students discuss.
7. Counselor points out the use of *I-Messages* in the second dialogue and tells the students	7. Students listen.

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about *I-Messages.* 8. Counselor ends the lesson by telling students that next time they will learn more about *I-Messages.*	8. Students listen.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages* during the next week.

Counselor reflection notes (completed after the lesson)

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Scripts: Negative and Positive Scenarios

Scenario 1 – Negative interaction

This scenario is a puppet dialogue of an argument between two friends, Amy and Mary.

Amy: You invited Shelly to your house. That's not fair. I invited you over last week.

Mary: So what? I can do what I want!

Amy: You're supposed to be my friend, so why didn't you invite me?

Mary: I wanted to play with somebody different.

Amy: I hate you!

Scenario 2 – Positive interaction using *I-Messages*

This scenario is similar to the first one, but is more positive and demonstrates the use of *I-Messages*

Amy: I felt angry when you invited Shelly to your house because you didn't invite me.

Mary: I didn't mean to make you feel angry. I found out Shelly collects butterflies and I wanted to show her my mom's butterfly collection.

Amy: We've been friends a long time. I felt left out when you didn't invite me, too.

Mary: I still think of you as my best friend, but I want to make new friends, too.

Amy: OK. It makes me feel better to know we're still friends.

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Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 2 **Lesson** 3 of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

"I Messages" information sheet

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	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 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will demonstrate the use of *I-Messages* for at least three social situations.

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 are able to use *I-Messages* and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn't talk about their feelings?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that in this lesson they will learn more about how they can use *I-Messages* to convey their feelings to others.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor reminds students of previous lesson and briefly reviews what they did.	1. Students listen and add ideas.
2. Counselor talks about *I-Messages* and tells students how they can let others know their feelings.	2. Students listen.
3. Counselor distributes copies of *I-Message* handouts to students. Students take turns helping to read the handout.	3. Students volunteer to read portions aloud
4. Counselor and students brainstorm situations where *I-Messages* could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.	4. Students participate in brainstorming activity.
5. Counselor directs students to pair up and practice using *I-Messages* with some of the situations from the list they developed.	5. Students pair up and each pair selects a situation from the list to use for practice in using *I-Messages.*
6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.	6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages.*

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Counselor reflection notes (completed after the lesson)

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I-Messages

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. I-Messages are one good way to do this.

I-Messages show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using I-Messages you speak from your own point of view. Using "I" instead of "we," "you," or "they" takes ownership of the feelings and opinions you are trying to express to others. For example, saying, *"You spoiled everything when you told the class I won the trophy last weekend,"* sounds like someone is accusing or blaming. Using I-Messages instead would sound more like this: *"When you told everyone my exciting news, I felt cheated because I wanted to tell them myself."*

I-Messages can be used anywhere: at school and at home, with friends and with family.

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Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Be a Problem Solving Star **Lesson** 4 of 4

Grade Level: 3 **Length of Lesson:** 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.C.03: Apply the steps of solving problems and conflicts with others

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

Materials (include activity sheets and/ or supporting resources)

Copy of *STAR Problem Solving Steps* for each student

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

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will work in a small group to demonstrate the use of the *STAR Problem Solving Steps* to solve at least one common problem in the classroom.

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 the use of the *STAR Problem Solving Steps* to solve common problems in the classroom.

Lesson Preparation

Essential Questions: What happens when someone doesn't take responsibility for their own behavior?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the *STAR Problem Solving Steps.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is, and then asks, "What do you do with a math problem?"	1. Students respond that it is a math problem, and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the *STAR Problem Solving Steps* for problem solving, giving each student a copy of the information sheet. Counselor talks about each of the items and elaborates. • **S = Stop**. When you have a problem, you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • **T = Think**. Take time to think about possibilities, and what could happen with each one. • **A = ACT**. Take the action you think is best for the situation. • **R = Review**. Think about the choice you made, look it over and if you don't	3. Students look at the *STAR Problem Solving Steps* information sheet as the counselor explains the problem solving steps.

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like the way it turned out, go back and think again.	
4. Counselor demonstrates how to use the *STAR Problem Solving Steps* to solve the math problem on the board, and then tells students that these same steps can be used to solve other types of problems we face every day.	4. Students listen and ask questions for clarity.
5. Counselor names a common conflict such as someone cutting in line, and leads them through using the *STAR* process to solve the problem.	5. Students participate in deciding what to do for each of the *STAR* steps.
6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using *STAR* to solve the problems they have named.	6. Students, as a pair or in small groups, practice using *STAR* to solve problems.

Teacher Follow-Up Activities

Teacher posts *STAR Problem Solving Steps* in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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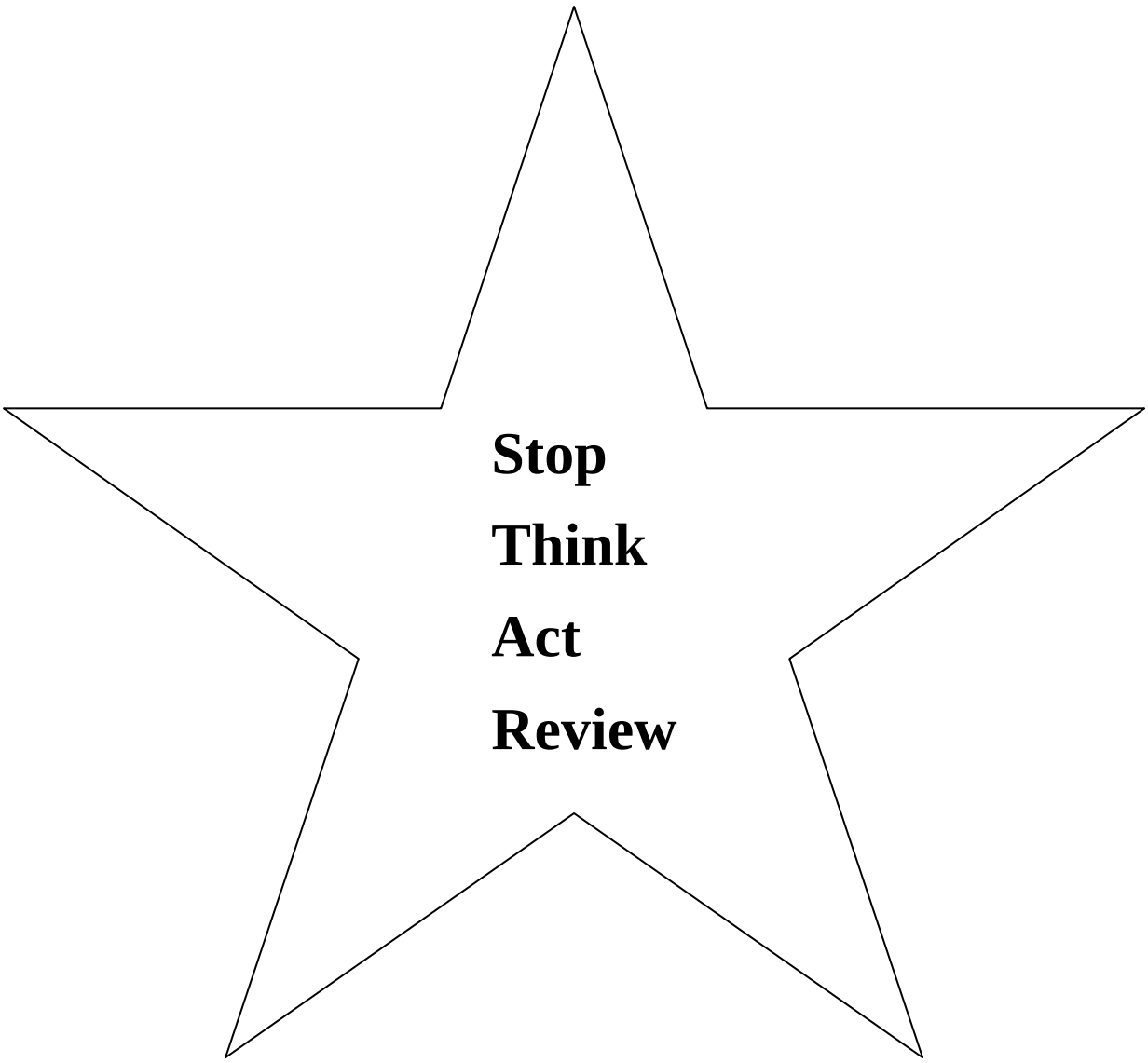
Be a Problem Solving STAR



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Respecting Individual and Group Differences Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem-solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 20 - 30 minutes each
ESSENTIAL QUESTIONS: Is it important to fit in to a group? Why or why not?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.		PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships. PS.2.B.03: Recognize and respect the differences between personal culture and other cultures. PS.2.C.03: Apply the steps of solving problems and conflicts with others.		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 3

2. The student will determine one positive and one negative response for at least three friendship interactions.		PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
3. The student will demonstrate the use of I-Messages for at least three social situations.		PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
4. The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.		PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3

ASSESSMENT DESCRIPTIONS*:
Students will identify their own cultures' customs and those of others.
Students will recognize and use I-Messages when interacting with others.
Students will use the STAR problem solving steps when they are faced with problems and conflicts.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
	See Lessons:
1	Lesson 1 Celebrate Your Culture
2	Lesson 2 Communicating with I-Messages, Part 1
3	Lesson 3 Communicating with I-Messages, Part 2
4	Lesson 4 Be a Problem Solving Star

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star				
	Direct: tructured Overview Lecture Ls. 3 Explicit Teaching Ls. 2, 4 Drill & Practice Ls. 2 Compare & Contrast Ls. 3 idactic Questions Demonstrations Ls. 4 Guided & Shared - reading, listening, viewing, thinking Ls. 1, 3	**Indirect:** ___X___ Problem Solving Ls. 4 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls. 2 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___X___ Games Ls. 4 _____ Storytelling ___X___ Focused Imaging Ls. 3 _____ Field Observations ___X___ Role-playing Ls. 2 _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates ___X___ Role Playing Ls. 1, 2 _____ Panels ___X___ Brainstorming Ls. 2, 4 ___X___ Peer Partner Learning Ls. 2, 4 ___X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning Ls. 4 _____ Jigsaw ___X___ Problem Solving Ls. 4 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: What Does it Take to Get Along With Others? **Grade Level:** 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?
Materials/Special Preparations Required:
Respect: Is It Worth It For Me? worksheet
Pencils (one per student)

Lesson 2: What Does Respect Look Like at Home?
Materials/Special Preparations required:
Respect Within the Family – Report Card worksheet
Pencils (one per student)

Lesson 3: Respect for All Kinds of People Inside and Outside the School
Materials/Special Preparations Required:
The Untangle Game
Diversity Puzzle handout
Light Colored Crayons (optional)
Embracing Diversity: The CARE Poster:
Collaboration, Acceptance, Respect, and Empathy

Lesson 4: Similar and Different
Materials/Special Preparations required:
SMART Board or chart paper for Venn Diagram
Embracing Diversity: The CARE Poster:
Collaboration, Acceptance, Respect, and Empathy
SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids
Venn diagram handout for students to work in pairs comparing each other (optional).

Lesson 5: Talk it Over and Work It Out: Compromise!
Materials/Special Preparations Required
STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)
Typical Scenarios of Childhood Conflict in School

Lesson 6: Tic Tac Toe, Get Off My Toes
Materials/Special Preparations required:
STAR Steps to Solving Conflict Poster
A Tic Tac Toe floor game: On an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1 ½' by 1 ½'. On the side, out of construction paper, make nine X's and nine O's signs for

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places to hold as needed (laminate them for future use).
Case scenarios for "Tic Tac Toe, Get Off My Toes"

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):
PS.2.A.04: Demonstrate respect for others' personal opinions and ideas. (DOK Level - 2)
PS.2.B.04: Recognize and respect diverse groups within the school and community. (DOK Level - 2)
PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations. (DOK Level - 3)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
X	Mathematics	1. Addition, subtraction, multiplication, and division;

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		other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to respect differences?

Unit Measurable Learning Objectives:

The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.
The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.
The student will list 23 ways in which people are different on the diversity puzzle.
The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.
The student will use the STAR method to role play at least two conflict resolution scenarios in school.
The student will find win-win compromise solutions to two problem scenarios in school.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared)
_X_ Indirect (Problem-Solving)
_X_ Experiential (Games; Surveys)
____ Independent Study
_X_ Interactive Instruction (Role-Playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will use the STAR steps in problem solving to resolve conflict scenarios.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

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

- Identify most verbal and nonverbal emotions

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- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners
- Understand and apply basic steps to problem solving.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: What Does Respect Look Like in School? **Lesson** 1 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLE):
PS.2.A.04: Demonstrate respect for others' personal opinions and ideas

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

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

Respect: Is It Worth It For Me? worksheet
Pencils (one per student)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess on 16 areas of respect at school by completing a self-report survey.

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 the *Respect: Is It Worth It For Me?* self-assessment worksheet

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship look~~s~~ like & how is it maintained?

Engagement (Hook):

Have students think of the most respectful person they can.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to conceptualize the meaning of the word respect. "What does the person you thought of do that demonstrates respect?"	1. Students listen attentively and answer the counselors' questions, as appropriate.
2. Ask students to describe what respect looks like? • With your eyes • With your words • With your heart • With your actions.	2. Students respond.
3. Distribute *Respect: Is It Worth It For Me?* Worksheet and pencils (one per student). Instruct students to give only one answer per line and to be honest.	3. Students place a folder in front of their survey for privacy and fill out the survey.
4. Instruct students to choose three items and write a plan for how they are going to improve in those areas.	4. Students write plans for how to improve in those areas.

Teacher Follow-Up Activities

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.
Teachers praise bibliographical and historical characters that are respectable and respectful.
Teachers have a Good Manners table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____ Grade: _____

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. Be Honest!

RESPECT IN SCHOOL:	**Regularly**	**Sometimes**	**Never**
1. I follow the rules whether I like them or not.			
2. I follow teacher's directions because they are helpful.			
3. I respect authority. Authority figures have a hard job to do.			
4. I am punctual. I respect the time of others.			
5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day.			
6. I respect the truth and I tell the truth even if it gets me in trouble.			
7. I respect people's personal space.			
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.			
9. I show respect for people's differences.			
10. I treat people how I want to be treated.			
11. I show consideration and compassion for people who are disabled or different from me.			
12. I help people who are mistreated.			
13. I remember that the best way to show respect is by observing good manners and by the way I act.			
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.			
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.			
16. I know one more way to show respect to myself and to others with the words I say.			

Choose three items above and write a plan for how you are going to improve these skills.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: What Does Respect Look Like at Home? **Lesson** 2 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.04: Demonstrate respect for others' personal opinions and ideas

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

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

Respect Within the Family – Report Card worksheet
Pencils (one per student)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will give at least two examples of respect and two examples of disrespect within the context family.
The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey.

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 the *Respect Within the Family* self-assessment activity.

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a need within the family?
- How important is it to respect family members the way we need to be respected ourselves?
- What is the meaning and use of respect within the family?
- How could respect be maintained within the family?

Engagement (Hook):

Show a selected portion of a movie, such as “Cheaper by the Dozen”, from your school media website (such as United Streaming or YouTube) that illustrates positive family values.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to review the meaning of the word respect.	1. Students listen attentively and follow the counselor's directions, as appropriate.
2. Show an appropriate portion of a movie that illustrates positive family values.	2. Students watch the movie clip.
3. Ask students to describe what respect looks like within the family? • With the eyes • With words • With the heart • With actions.	3. Students respond.
4. Distribute the "Family Respect Report Card" and pencils (one of each per student). Instruct students to give only one answer per line and answer honestly.	4. Students place a folder in front of their report for privacy. Students fill out the report – 1 answer per item.
5. Instruct students to choose three items and write a plan for how they are going to improve.	5. Students write plans for how to improve.
6. Lead students in discussing why respect is important within the family	6. Students participate in group discussions about the concept and importance of respect within the family.

Teacher Follow-Up Activities

Listen to students' stories about family situations that may upset students. Promptly refer them to the school counselor if necessary.
When classroom readings show situations where respect is compromised, promote a group discussion and brainstorm possible correctives.

Counselor reflection notes (completed after the lesson)

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Name:_____Date:_____Grade: _____

"Giving and receiving respect is the greatest gift within our family." Confucius

RESPECT WITHIN THE FAMILY – REPORT CARD

Give only one answer per line. Mark with an "X." Be Honest!

RESPECT WITHIN THE FAMILY:	**Regularly**	**Sometimes**	**Never**
1) At home, we have family rules that everyone respects.			
2) I respect my parent's authority whether it comes from mom or dad.			
3) I listen to my parents' advice and directions. My family and I can get in trouble if I do not listen.			
4) I talk respectfully to my parents.			
5) The grown ups and the teenagers at my home respect the law and the authority figures.			
6) I leave my siblings alone when they need private time.			
7) I always ask for permission before using my relatives' toys or belongings.			
8) My family respects my body by helping me stay healthy.			
9) I respect my bedtime, because it's good for me to have a good night sleep.			
10) I am quiet when my relatives are sleeping or are sick, or even when they are studying for a test.			
11) I treat my relatives as if they were as important as I am. My relatives treat me the same way.			
12) I speak politely to all the people who live in my house, and I do not like to shout or hear cuss words.			
13) When I make a mistake, I show respect by accepting fault, instead of blaming someone else.			
14) I respect my relatives' feelings and they respect my feelings as well. We show compassion to each other.			
15) I help with cleaning chores and I also pick up my room.			
16) Home is where I relax and have peace. My family avoids shouting arguments or fights for small stuff.			
TOTAL: Add each column			

Choose three items above and write a plan for how you are going to improve these skills.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Respect for All Kinds of People Inside and Outside the School **Lesson** 3 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.04: Recognize and respect diverse groups within the school and community.

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

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

The Untangle Game Directions
Diversity Puzzle handout
Light colored crayons (optional).
A large CARE chart or a mini-poster as follows:

EMBRACING DIVERSITY
Collaboration
Acceptance
Respect, and
Empathy.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general

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	premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will list 23 ways in which people are different on the diversity puzzle.

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 list and describe ways that people are different.

Lesson Preparation

Essential Questions:
Why is it important to embrace human diversity?

Engagement (Hook):
THE UNTANGLE GAME (Directions attached at the end).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Form groups of 8 to 10 students. Play *The Untangle Game*. After the first group has successfully finished, dissolve the groups.	1. Students play *The Untangle Game*.

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2. Ask debriefing questions.	2. Students respond.
3. Introduce today's lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic.	3. Students participate by listening attentively and reflecting and answering questions at the counselor's prompt.
4. Distribute the *Diversity Puzzle* handout. Have students answer the questions in small groups.	4. In small groups, students answer and solve the diversity puzzle. Each student completes a puzzle.
5. A group discussion about diversity and respect follows.	5. Students listen attentively and participate.
6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group.	6. Students listen attentively and participate in the group discussion.
7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces.	7. Students color and cut their puzzle pieces. Later, a mixer game may be conducted in which students circulate and place one of their puzzle pieces on other student's puzzle.

Teacher Follow-Up Activities

- Teacher assigns an essay related to diversity (could be a personal experience or reflections related to the *Diversity Puzzle*)
- The classroom has a Good Manners table for students to discuss and reflect issues pertaining to diversity.
- Teacher can go back and play the diversity puzzle again and again.

Counselor reflection notes (completed after the lesson)

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THE UNTANGLE GAME (KNOTS)

Divide the class into groups of 8 or 10 (must be an even number). Form one group only if space is limited. Standing facing one another in a circle, instruct each student to grab the right hand of a student across from (not next to) him or her. Next, join left hands with a different person. Then, try to untangle without anyone letting go or falling down.

Debriefing:

- What was this game experience like for you?
- How can you relate this to something in your life?
- Are there situations or relationships with other people that is hard to untangle?
- What factors make it difficult to untangle these relationships?
- How can we do a better job of fixing tangled relationships?

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Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

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THE DIVERSITY PUZZLE

People like different ways of having fun. List three different leisure activities in your community:

_____
_____
_____

List three languages that belong to people who may be different from you, but still need food, safety, and friends:

_____
_____
_____

How do you feel towards others who are different from you? Check all the boxes that apply:

- ☐ I would rather hang out with people like me.
- ☐ People who are different scare me
- ☐ I find different people interesting
- ☐ I can learn a lot from other people
- ☐ I respect people who are different from me, and I give them a chance
- ☐ Mom would say: What are you doing with these people?

List three different countries whose people like to be treated with respect:

_____
_____
_____

List three different feelings that both disabled and fully able people may experience at times:

_____
_____
_____

List ways in which children may be different from each other:

_____
_____
_____

People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:

_____
_____
_____
_____
_____

Check the gender below whose members need education to thrive, and money to survive:

- ☐ Male
- ☐ Female

Check the box(es) that indicate people who need good friends:

- ☐ Children
- ☐ Adults
- ☐ Elderly

Name three professionals whose members may help you no matter the color of their skin or your skin:

_____
_____
_____

NAME: _____ DATE: _____ GRADE: _____

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Similar and Different **Lesson**4 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.04: Recognize and respect diverse groups within the school and community

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

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

SMART Board or chart paper for Venn Diagram
A large CARE chart or a mini-poster as follows:

EMBRACING DIVERSITY

Collaboration
Acceptance
Respect, and
Empathy.

SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids
Venn-diagram handout for students to work in pairs comparing each other. (optional)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general

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	premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.

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 use a Venn diagram to explain how we are all as similar as we are different.
Students will list and describe some evident similarities and differences existing in their school and community.

Lesson Preparation

Essential Questions:
Why is it important to learn to embrace human diversity?

Engagement (Hook):
Choose one pair of volunteer students to come to the front of the class and model for a Venn diagram.

Procedures

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

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1. Introduce today's lesson and review/teach vocabulary: empathy, trust, similarities, differences, stereotype, and antagonistic.	1. Students participate by reflecting and answering questions.
2. Randomly select 2 students to stand at the front of the class. Draw a Venn diagram on the board. Direct the students to compare and contrast the pair of students by following these 18 guidelines: **a)** Eyes color, **b)** hair color, **c)** older/younger, **d)** tallest/ shortest, **e)** gender, **f)** favorite food, **g)** favorite music, **h)** favorite game, **i)** favorite movie, **j)** favorite pet, **k)** favorite TV program, **l)** favorite school subject, **m)** likes getting good grades, **n)** loves school, **o)** likes going to birthday parties, **p)** dislikes arguments, **q)** dislikes getting feelings hurt, **r)** likes humor and peace.	2. Students listen attentively and participate in the activity as prompted by counselor. Students offer their input and observations to fill out the Venn diagram. Students discuss the similarities and differences shown in the Venn diagram.
3. Display (chart or SMART Board) Maslow's Hierarchy of Needs emphasizing that these needs are common to all humans everywhere.	3. Students participate in discussion.
4. Teach/review the acronym CARE (which stands for: **C**ollaboration, **A**cceptance, **R**espect, and **E**mpathy) as a way of understanding diversity. Discuss as a group.	4. Students discuss how each of these CARE ways can be applied in their class group.
5. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups.	5. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor will present to the whole class each group's diagram.

Teacher Follow-Up Activities

- Teacher assigns an essay related to similarities and differences within the classroom.
- The teacher or the counselor may use this Venn diagram approach to facilitate conflict resolution among students in the classroom.
- The classroom has a "Good Manners table for students to discuss and reflect issues pertaining to diversity.

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Counselor reflection notes (completed after the lesson)

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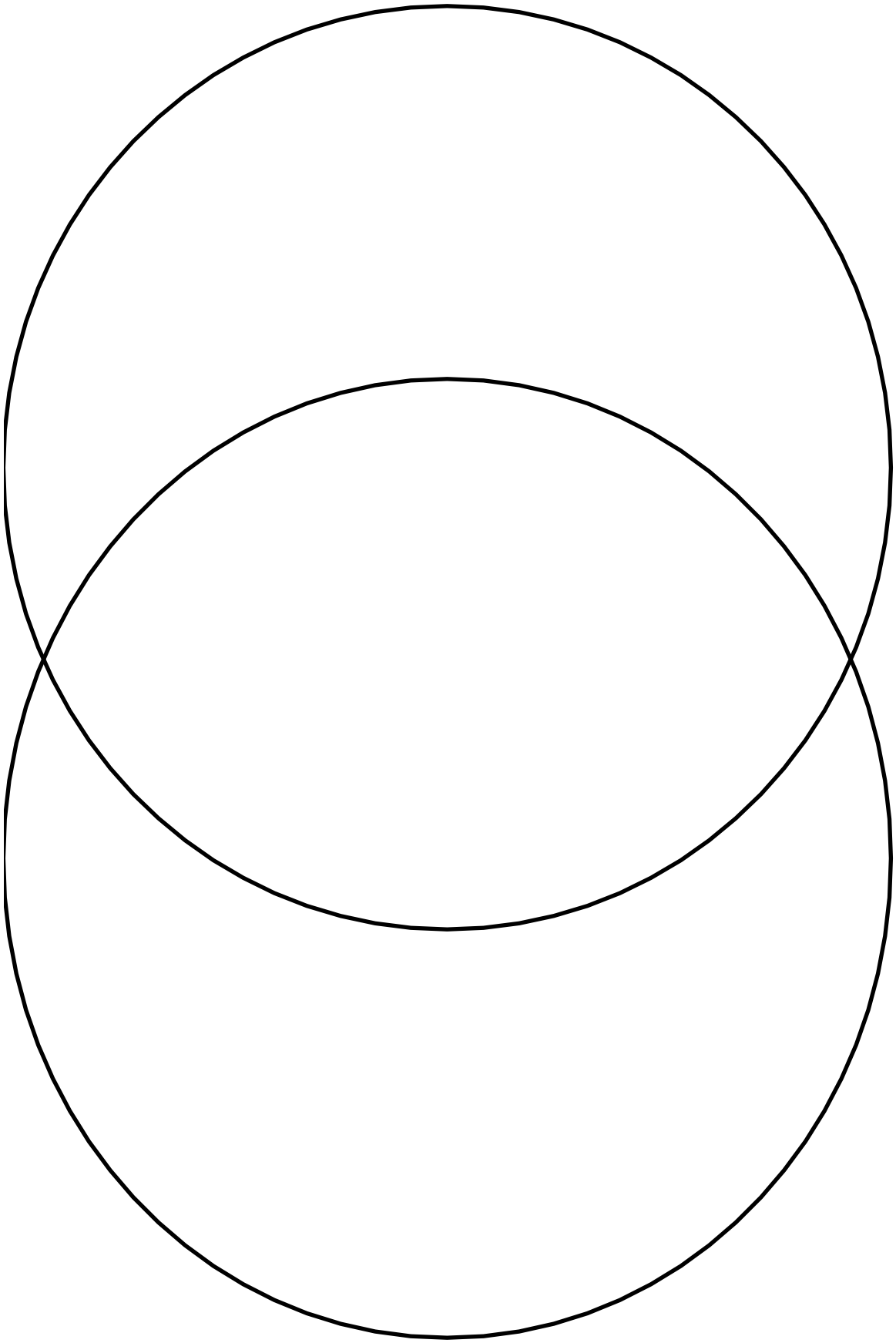
NAME

VENN DIAGRAM

NAME



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Abraham Maslow's Hierarchy of Needs for ALL Kids

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Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Talk it Over and Work it Out!: Compromise **Lesson** 5 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.

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

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)
Typical Scenarios of Childhood Conflict in School

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use the STAR method to role play at least two conflict resolution scenarios in school.

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 describe the importance of recognizing conflict and taking steps to solving it.
Students will role-play conflict situations and provide solutions involving compromise.
Students will forecast the consequences of situations and decisions.

Lesson Preparation

Essential Questions:
Why is it important to learn to deal with conflict and resolve conflict?

Engagement (Hook): Typical examples of childhood conflict (see list attached at the end). Have props, such as toy telephones and puppets, for pairs of students to role-play situations in the list attached. The class should provide solutions that involve compromise.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution, compromise, equity, win-win solution.	1. Students listen and participate.
2. Teach the meaning of Agreeing to meet half way and Agreeing to disagree." Explain the steps to solving conflict.	2. Students participate by listening attentively and asking and answering questions.

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3. Ask students to give examples of situations where conflict may occur.	3. Students give examples.
4. Teach students the STAR steps to solving conflict: • Stop (*Use self-control*) • Think (*Think about what's happening - Listen for feelings, brainstorm solutions*) • Act (*Talk it over & work it out– Choose/apply a win-win solution*) • Review (*Find out if the problem was solved – Do you need help?*).	4. Students listen.
5. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school - *Typical Scenarios of Childhood Conflict in School.*	5. Students take turns role-playing each type of typical childhood conflict. Students demonstrate how to compromise by using the steps to solving conflict.
6. Ask students to give/receive feedback pertaining to the chosen solution.	6. The larger group helps brainstorm solutions and collaborates in judging if the compromise found in each case is a win-win solution.

Teacher Follow-Up Activities

The teachers should place the steps to solve conflict in a prominent place in the classroom.
Teacher addresses conflict that may be present in regular academic projects.
Teachers have a Good Manners table in the classroom, designated to discuss, reflect, and sort out situations involving conflict.

Counselor reflection notes (completed after the lesson)

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STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

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TYPICAL SCENARIOS OF CHILDHOOD CONFLICT IN SCHOOL

(Have props, such as toy telephones and puppets, for pairs of students to role-play situations in this list. In small groups, students should provide solutions that involve compromise).

1. *To tell or not to tell:* You don't want your friends to think you are a snitch.
2. *Gossip*: Such and such said that you are all that.
3. *Jealousy*: Becoming upset with your friend when he or she plays with someone else.
4. *Ostracizing*: Leaving someone isolated, out of games, sleepovers, or parties.
5. *Bossiness:* Wanting to play only what you like, not giving others the chance of being the leader.
6. *Not fair - Not sharing:* Showing something off, or sharing only with a few selected people.
7. *Cheating:* Trying to win at any expense including dishonesty and unfairness.
8. *The Queen / King:* Trying to be better than someone else.
9. *Playing dumb.* Not doing your best in school because of being embarrassed to show your intelligence, or trying to act dumb and funny.
10. *Tough act:* Using cuss words to make believe you are tough, or sabotaging your teacher's lesson to appear cool.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Tic Tac Toe, Get Off My Toes **Lesson** 6 **of** 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.

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

Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster
A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1½‘ by 1½‘. On the side, out of construction paper, make nine **X**’s and nine **O**’s signs for players to hold as needed (laminate them for future use).
Case scenarios for “Tic Tac Toe, Get Off My Toes”

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will find win-win compromise solutions to two of the case scenarios in school.

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 describe the importance of recognizing and forecasting conflict and taking steps to solving it.
Students will analyze conflict situations, follow the steps for solving conflict, and provide solutions involving compromise.
Students will determine if their decision was a win-win solution to their problem.

Lesson Preparation

Essential Questions:
Why is it important to learn to resolve conflict?

Engagement (Hook): "Tic Tac Toe, Get Off My Toes" game.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions. 2. Review the STAR poster to solving conflict in each scenario: • Stop (*Use self-control*)	1. Students participate. 2. Students' participate by listening attentively and asking and answering questions.

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• Think (*Think about what's happening - Listen for feelings, brainstorm solutions*) • Act (*Talk it over & work it out– Choose/apply a win-win solution*) • Review (*Find out if the problem was solved – Do you need help?*).	
3. Engage students by introducing the Tic Tac Toe, Get Off My Toes game. Proceed to play the game as indicated in the directions below.	3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision
4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group.	4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.

Teacher Follow-Up Activities

- The teachers should place the steps to solve conflict in a prominent place in the classroom.
- Teacher addresses conflict that may be present in regular academic projects.
- Teachers have a Good Manners table in the classroom, designated to Discuss, reflect, and sort out situations involving conflict, using STAR.

Counselor reflection notes (completed after the lesson)

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"TIC TAC TOE, GET OFF MY TOES" GAME

Materials:

- A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic tac toe game squares – approx. 1½' by 1½'.
- Out of construction paper, make nine **X**'s and nine **O**'s signs players to hold as needed – use different a different color for each (laminate for future use).
- Scenarios on peer pressure and conflict (attached below).

Directions:

1) Divide the large group in X's and O's.
2) Flip a coin to determine which group goes first, the X's or the O's.
3) Present a conflict scenario for the chosen group of students to solve using the "STAR Steps to Solving Conflict" Poster
   - Stop (*Use self-control*)
   - Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)
   - Act (*Talk it over & work it out – Choose & apply a win-win solution*)
   - Review (*Find out if the problem was solved – Do you need help?*).
4) Students can discuss solutions using their whisper voice. The group chooses who is going to present the win-win compromise.
5) The counselor, assisted by the other group, determines if the compromise was a win-win solution. If the solution was right, a group member is chosen to pick up the corresponding sign and stand on the Tic Tac Toe game board. But, if the solution was wrong, the turn to study the same situation goes to the next team.
   – In this case, this next team will be first in line to solve the subsequently scenario.
6) Steps 3, 4, and 5 are repeated for the other group.
   – Each player picks the X's or O's sign of their group, chooses a place to stand, and won't be able to trade or change places until the game is finished. Ties are allowed.
7) The winning group may call "TIC TAC TOE, GET OFF MY TOES."

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CASE SCENARIOS FOR THE "TIC TAC TOE, GET OFF MY TOES" GAME

(Students are welcome to provide their own scenarios and examples)

1) While going to P.E. class, your best friend walking behind you pokes you and knocks your head and then tells you to pass it on. You get really mad at your friend. How could you compromise in this case?	2) A student in your classroom appears to seldom bathe or wash his or her clothes. You feel sorry for this student but you do not want to associate with him or her. This person wants to be your friend and follows you at recess time. Any compromise?
3) You and your friend find a $20.00 dollar bill in the school restroom. Your close friend wants to keep the money to buy candy and cards after school. What could've happened? What are your choices? Could this be compromised?	4) You see some cool and popular students writing on the bathroom walls. They are writing stuff about other students. You laugh and feel tempted to do the same. Instead, you decide to tell them to stop or you are going to tell on them. Now they are not talking to you. What could be done?
5) Your best friend since kindergarten is dumping you and playing with other kids. You get mad and ask him or her "What's wrong?" He or she says: "Nothing." Your birthday party is coming up and you want to invite this friend but you are mad at him or her. What could be done to compromise?	6) You and your partner are working on a computer research project in the classroom. Your partner wants to hog the computer and doesn't want to give you a chance to work on it. What would be a good compromise that doesn't involve tattle telling?
7) You are riding your bike with your two friends. They are willing to race in the highway but you feel really scared. What can be done to compromise without losing their friendship?	8) You try to be nice to an unpopular student when you are alone, but not when you are with your friends. However, they see you and they start teasing you for associating with the wimp. What can be done to compromise this situation?
9) In the school cafeteria, at lunchtime, your friend starts flicking peas to other students. Everybody starts laughing. When the lunch supervisor comes, your friend points at you and gets you in trouble. You lose recess but your friend doesn't. How could a compromise solve the problem?	10) A new student gives a funny answer in the classroom and you start to giggle loudly. The rest of the class laughs after you. The new student thinks you were laughing at him and is mad at you. He is throwing a pool party and not inviting you. Is any compromise possible here?

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STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: What Does it Take to Get Along With Others? The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is it important to respect differences?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.		PS.2.A.04: Demonstrate respect for others' personal opinions and ideas. PS.2.B.04: Recognize and respect diverse groups within the school and community. PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 3
2. The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3	P/SD A	Level 2 Level 2 Level 3

				L.4.5 L.4.6		
3. The student will list 23 ways in which people are different on the diversity puzzle.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
4. The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
5. The student will use the STAR method to role play at least two conflict resolution scenarios in school.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
6. The student will find win-win compromise solutions to two problem scenarios in school.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3

ASSESSMENT DESCRIPTIONS*:
The student will use the STAR steps in problem solving to resolve conflict scenarios.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X___ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ Interactive Instruction
1 2 3 4 5	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise!

6	Lesson 6 Tic Tac Toe, Get Off My Toes				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2 3 4 5 6	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise! Lesson 6 Tic Tac Toe, Get Off My Toes				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls 4 _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 6	**Indirect:** ___X___ Problem Solving Ls 5 _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___X___ Games Ls 3,6 _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___X___ Surveys Ls 1,2	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __X_____ Role Playing Ls 5 _____ Panels ___X___ Brainstorming Ls 3, 5 _____ Peer Partner Learning ___X___ Discussion Ls 1, 2, 3, 4 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls Ls 5, 6 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Respecting Differences in Others **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required for each lesson: 30 - 45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Acting Out Respect

Materials/Special Preparations Required: Cooperation from another teacher.

Copies of Role Play Scenario

STAR Problem Solving Poster

Lesson 2: Respecting Differences

Materials/Special Preparations Required:

Copies of the *Respect Mixer* worksheet for each student.

Writing utensils

Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)

Lesson 3: The Problem Solving Game

Materials/Special Preparations Required:

Pencils, pens, markers, and 12" x 18" construction paper.

Pre-cut copies of the game cards for each group in an envelope.

STAR Problem Solving Poster

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):

PS.2.A.05: Exhibit mutual respect and compromise in relationships. (DOK Level - 4)

PS.2.B.05: Demonstrate respect for individuals within diverse groups. (DOK Level - 3)

PS.2.C.05: Review and implement strategies to resolve problems and conflicts successfully. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal and Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.

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	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Unit Essential Questions:

Why is it important to respect differences in others?

Unit Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.
The student will discover at least four ways he/she is similar or different from their classmates.
The student will apply the STAR problem solving model to at least three scenarios.

Unit Instructional Strategies/Instructional Activities:

___ Direct
_X_ Indirect (Problem Solving; Reflective Discussion)
_X_ Experiential (Games; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Cooperative Learning; Problem Solving; Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will work in small groups to apply relationship and problem solving strategies.

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Brief Summary of Unit: Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.

The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to understand the STAR steps to problem solving. Stop, Think, Act, Review.

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Unit 1 Title: Respecting Differences in Others

Lesson Title: Acting Out Respect **Lesson** 1 of 3

Grade Level: 5 **Length of Lesson:** 30- 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.05: Exhibit mutual respect and compromise in relationships.

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

Materials (include activity sheets and/ or supporting resources)

Copies of Role Play Scenario
STAR Problem Solving Poster

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

	Goal 1: Gather, analyze and apply information and ideas
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.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.

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.
In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

Lesson Preparation

Essential Questions: Why do we need to have friends?

Engagement (Hook): In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce what it means to compromise.	1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else's ideas.
2. What are the words or actions someone would need to use in order to compromise respectfully?	2. Students share ideas. Words – Please, thank you, excuse me… Actions – Smile, nice tone of voice, appropriate body language.
3. Introduce the steps of compromise to students using the STAR method of problem solving. a. Stop – Identify the situation or problem to compromise that needs to be solved. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation.	3. Students will review the steps of compromise.
4. Divide the class into teams of four to five students.	4. In small groups, students will role-play the following scenarios.

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5. Give each team a scenario on a slip of paper to work out and role-play for the class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.	5. Teams work out and role-play the scenarios. A. John is accused by Jeff of stealing a set of "collector cards" that were left in the lost and found for several weeks. B. Carol tells Sallie that she won't be her friend anymore if Sallie continues to play with Ashley. C. Andrea is really upset because Jill and Linda are talking about her hair behind her back. D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.
6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.	6. Students discuss what they learned.

Teacher Follow-Up Activities

Set up a "peace table" or desk in the room. Allow students to use respect and compromise to resolve relationship problems.

Counselor reflection notes (completed after the lesson)

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Role Play Scenario:

A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

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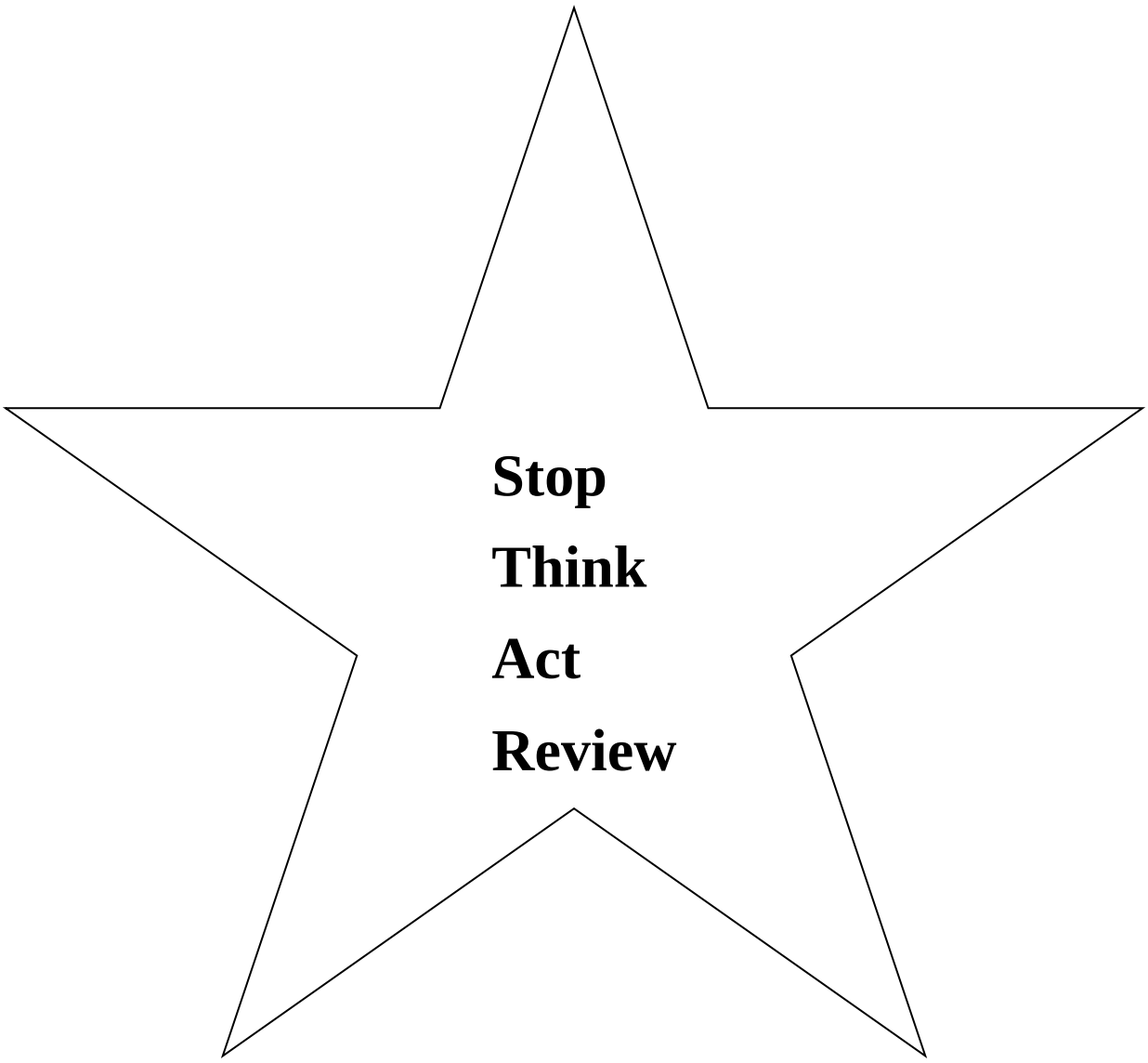
Be a Problem Solving STAR



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Unit 1 Title: Respecting Differences in Others

Lesson Title: Respecting Differences **Lesson** 2 of 3

Grade Level: 5

Length of Lesson: 30- 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.05: Demonstrate respect for individuals in diverse groups.

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

Materials (include activity sheets and/ or supporting resources)

Copies of the *Respect Mixer* worksheet for each student.
Writing utensils
Candy for the first five to turn in the worksheet complete with 12 different signatures (optional).

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will discover at least four ways he/she similar or different from their classmates.

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 the similarities and differences they have with their classmates from the Respect Mixer worksheet.

Lesson Preparation

Essential Questions: What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

Engagement (Hook): The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Copy the attached *Respect Mixer* worksheets for each student. Make sure students have a writing utensil.	1. Ask classmates to sign the appropriate box that applies to them.
2. Go over the directions to make sure students understand what they are expected to do. Direct students to complete the worksheets in an allotted time.	2. Students complete and keep their Respect Mixer worksheet.
3. Instruct students to review their individual respect mixer sheets. Ask them to identify boxes that have information that is like theirs by placing an L in the box. Instruct them to identify information that is different from theirs and place a D in the box.	3. Students identify information that is like theirs and different from theirs.
4. Give student the opportunity to share items that are like and different than their information.	4. Students share information.
5. Lead a discussion regarding respecting	5. Students discuss.

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differences in others.	

Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

Counselor reflection notes (completed after the lesson)

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Respect Mixer

Directions: Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

Was born out of state? _____	Has the same birthday month? _____	Has a different length of hair? _____
Has different colored eyes? _____	Plays a musical instrument? _____	Likes the same subject? _____
Is the same height? _____	Has a different shoe size? _____	Likes the same kind of pizza? _____
Has been at the same school since kindergarten? _____	Has pets at home? _____	Likes the same color? _____

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Unit 1 Title: Respecting Differences in Others

Lesson Title: The Problem Solving Game **Lesson** 3 of 3

Grade Level: 5

Length of Lesson: 30- 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.05: Review and implement strategies to resolve problems and conflicts successfully.

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

Materials (include activity sheets and/ or supporting resources)

Pencils, pens, markers, and 12” x 18” construction paper.
Pre-cut copies of the game cards for each group in an envelope.
STAR Problem Solving Poster

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

	Goal 1: Gather, analyze and apply information and ideas
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.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply the STAR problem solving model to at least three scenarios.

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.
In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

Lesson Preparation

Essential Questions: What could happen if a person did not have the skills to solve a problem?

Engagement (Hook): Tell students "Today you are an employee at a game factory. You are going to develop and make a game." What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the STAR steps of problem solving used in previous lessons. a. Stop – Stop and identify the problem solving situation. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation.	1. Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts.
2. Divide the class into groups of four.	2. Students will get into groups.
3. Give each group a 12" x 18" construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box.	3. Students will create the game board per instructor procedures.
4. The group must use the problem cards that are provided to play the game.	4. Students will prepare to play the game. Students may make extra problem cards.
5. When the game board is complete, the group plays the game. When a problem is	5. Students play the game.

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appropriately resolved, the player moves forward 2 spaces. If answered inappropriately, the player must move 3 spaces backward. The winner is the first player to the finish line, but really everyone wins.	
6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.	6. Each group will complete the game and share ideas about how they worked together.

Teacher Follow-Up Activities

Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

Counselor reflection notes (completed after the lesson)

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Game Cards

You are caught talking in class by the teacher.	**Your dog ate your homework.**
You are late to school.	**You left your homework at home again.**
You lost your lunch money.	**You forgot the Science Project is due today.**
The teacher always calls on you when you don't know the answers.	**Your friends are always first to take a turn at recess.**
Someone stepped on your new shoes.	**The field trip is today and you forgot your permission slip.**
You are pushed in line and the person in front of you is very angry, because you pushed them.	**Someone says that you started a rumor about several classmates.**

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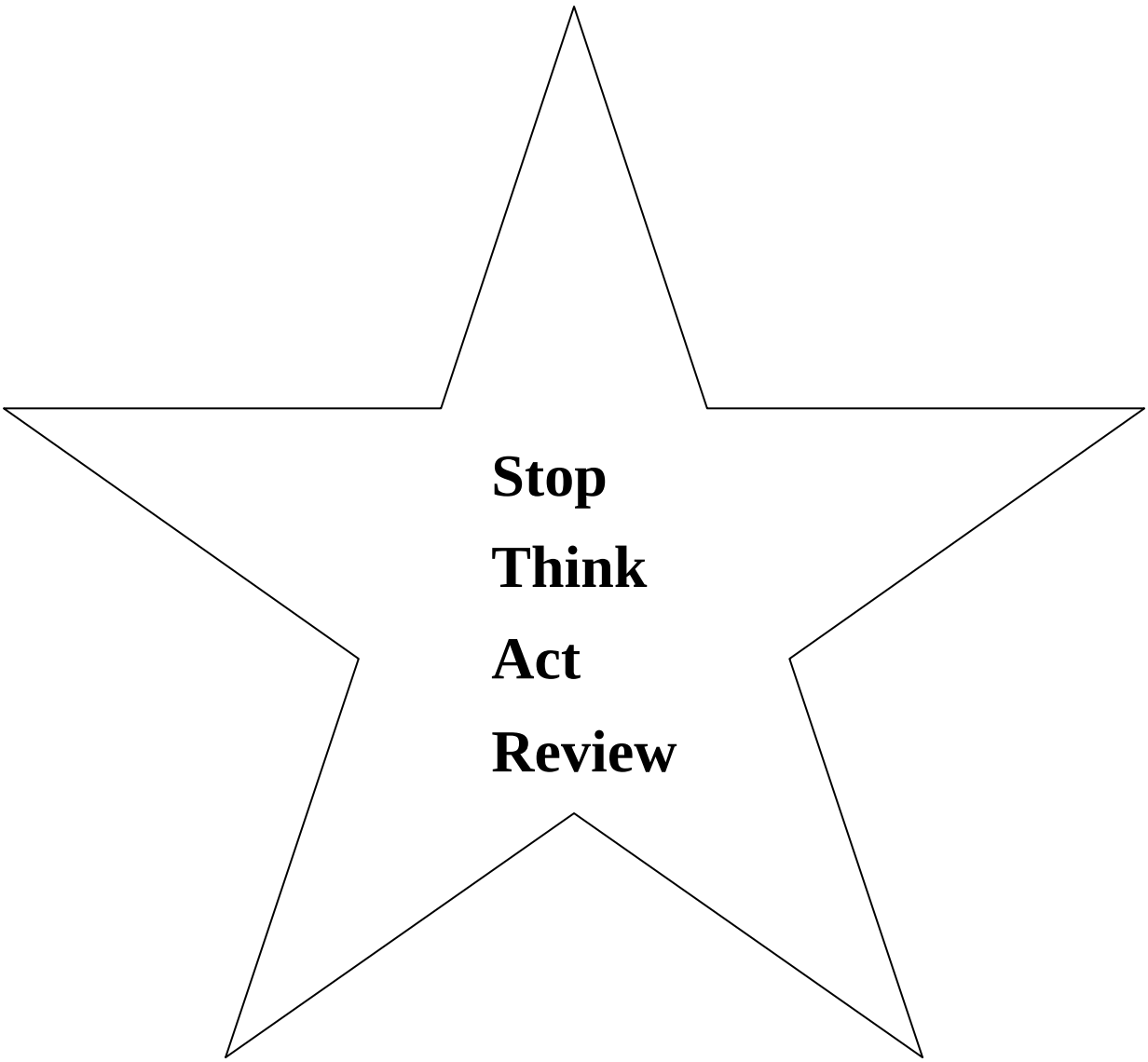
Be a Problem Solving STAR



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Respecting Differences in Others Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences. The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 - 45minutes each

ESSENTIAL QUESTIONS:
1. Why is it important to respect differences in others?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.		PS.2.A.05: Exhibit mutual respect and compromise in relationships. PS.2.B.05: Demonstrate respect for individuals within diverse groups. PS.2.C.05: Review and implement		SL.5.1 L.5.1 L.5.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 3 Level 4

		strategies to resolve problems and conflicts successfully.				
2. The student will discover at least four ways he/she is similar or different from their classmates.		PS.2.A.05 PS.2.B.05 PS.2.C.05		SL.5.1 L.5.1 L.5.3	P/SD A	Level 4 Level 3 Level 4
3. The student will apply the STAR problem solving model to at least three scenarios.		PS.2.A.05 PS.2.B.05 PS.2.C.05		SL.5.1 L.5.1 L.5.3	P/SD A	Level 4 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:
Students will work in small groups to apply relationship and problem solving strategies.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice	___X___ Problem Solving Ls. 3 _____ Case Studies _____ Reading for Meaning _____ Inquiry	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations	_____ Essays _____ Computer Assisted Instruction _____ Journals	_____ Debates ___X___ Role Playing Ls. 1 _____ Panels ___X___ Brainstorming Ls. 3

	_____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	___X___ Reflective Discussion Ls. 1 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	___X___ Games Ls. 2, 3 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 1 _____ Model Building _____ Surveys	_____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Peer Partner Learning ___X___ Discussion Ls. 1, 2 _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning Ls. 1, 3 _____ Jigsaw ___X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups ____X__ Interviewing Ls 2 _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

Time Required for each lesson: 45-50 minutes (NOTE: the 7th grade lesson is spread over 2 days.)

Lesson Titles:
6th Grade Lesson 1: Ingredients of a Relationship Recipe
Materials/Special Preparations Required
Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
Guidelines: Ingredients for Relationship Recipe
Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R
Materials/Special Preparations required:
Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships…Quality Control
Materials/Special Preparations Required
Activity Sheet – *I Am…..*
Mirrors
Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer
Materials/Special Preparations Required
Activity Sheet – *I Heard What you Did This Summer….*
Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships…Going Up While Growing Up
Materials/Special Preparations Required
Activity Sheet – *Going Up While Growing Up*
Balloon for each student
Permanent markers

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):
PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships. (DOK

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Level 3) **American School Counselor Association (ASCA) National Standard:** Personal and Social Development A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other

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		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.
The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.
The student will complete the *I am* activity, select a skill they would like to improve, and outline a self improvement plan.
The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
_X_ Indirect (Concept Formation; Concept Mapping)
_X_ Experiential (Simulations; Role-playing; Model Building)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Role-playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify interpersonal qualities and skills that maintain quality relationships.

Brief Summary of Unit: Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.
An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.

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The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

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

Students will need prior knowledge of how to be a friend and to be able to describe interpersonal skills.

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Unit 1 Title: Relationships: What Do Skills Have To Do With It?

Lesson Title: Ingredients of a Relationship Recipe **Lesson** 1 **of** 5

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.06: Identify the interpersonal skills needed to maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
*Guidelines: Ingredients for Relationship Rec*ipe
Plain piece of white 8 ½ x 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Paper and writing instrument

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships.	1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships.

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2. Ask the students to write down the ingredients/interpersonal skills they believe are needed to maintain quality relationships.	2. Students will write down ingredients/interpersonal skills they believe are needed to maintain quality relationships.
3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses "I" messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.	3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other's skills listed.
4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or what they wrote down on their paper.	4. Students will use their paper and the discussion items to produce a recipe card.
5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.	5. Students will be given the guidelines and will have a chance for questions.
6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.	6. Students will complete the recipe card.
7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.	7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.

Teacher Follow-Up Activities

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5th grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

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Counselor reflection notes (completed after the lesson)

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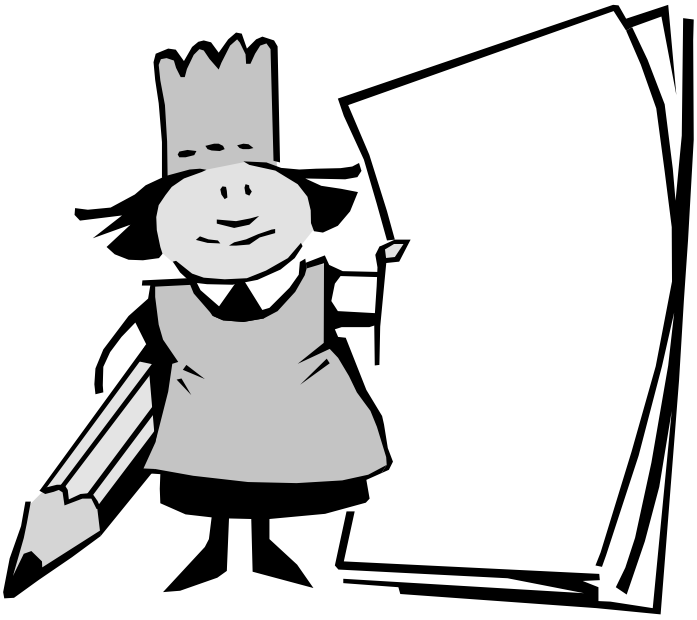
Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Respect for Self and Others—Giving and Getting the Big R **Lesson** 2 of 5

Grade Level: 7

Length of Lesson: This lesson will be spread over 2 days. Each part requires 45 minutes.

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations.

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

Materials (include activity sheets and/ or supporting resources)

Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

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

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		6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.

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.
In teams of 3, students will plan, present, and discuss scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations.

Lesson Preparation

Essential Questions:
In what ways does respect for self and others influence interpersonal relationships?

Engagement (Hook): Pre-arrange for two students to become involved in a scene in which one student grabs another's notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like "Hmmm…seems you have lost some of your learning from last year."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the 6th grade learning about interpersonal skills. Show the *Recipe for Relationships* and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the missing ingredient demonstration.	1. Students will participate in the discussion. Every student will contribute something to the conversation.
2. Tell students that in this lesson, they will	2. Students will get into their teams and

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be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario.	identify the social setting they will be dramatizing. Before they do anything else, the team, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or "pouty" behavior). The script of the scenario is the next step. The final step regarding the planning phase is to rehearse and time the scenario.
3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the scenario. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.	3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.
DAY 2 OF LESSON This will be the day for the formative assessment, the presentation of the scenarios. See the Formative Assessment for directions.	**DAY 2 OF LESSON** Students will use appropriate interpersonal skills as they perform and participate in discussions.

Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)

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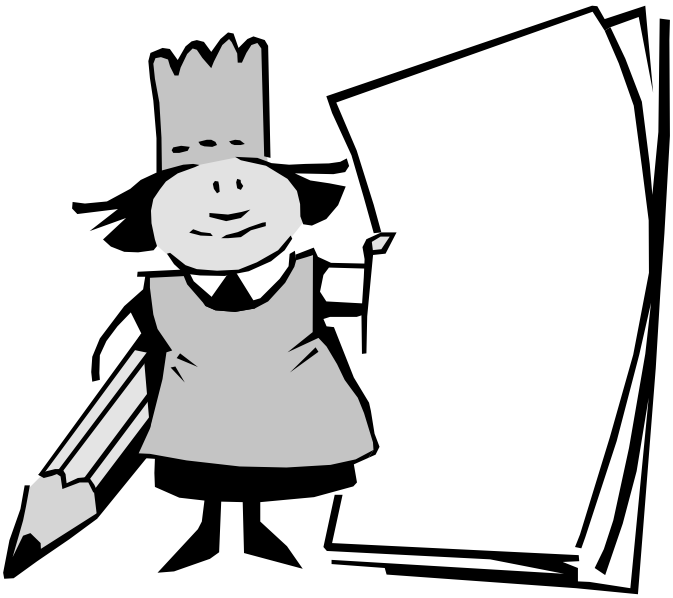
Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships…Quality Control **Lesson** 3 of 5

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Am…..*
Mirrors
Paper and markers

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

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	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
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.

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 complete a checklist and have a discussion about interpersonal skills in quality relationships.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the students what interpersonal means then discuss their responses until there is a suitable definition.	1. Students propose definitions of interpersonal until a suitable definition is proposed.
2. Discuss and define what constitutes a relationship (family, friends, romantic).	2. Through input, students will explore and define relationships.
3. Explain the *I Am* activity sheet to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement.	3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships.
4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score.	4. Students self-score the checklist and comment on their score.

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5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill in relationships.	5. Participate in discussion regarding the importance of the skill listed on the checklist.
6. Collect the checklist scale to add to student portfolio.	6. Students turn in checklist.
7. Create key-word posters with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, "I" Messages, Respectful, and Apologize. Leave them with the teacher to post around the room as reminders throughout the year.	7. Students design key-word posters.

Teacher Follow-Up Activities

Teacher will post the key-word posters around the room and refer to them when necessary as a reminder of the lesson with the students.

Counselor reflection notes (completed after the lesson)

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I Am…

Rate yourself using the following scale:
5 = always 4 = usually 3 = most of the time 2 = sometimes 1 = never
On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

_____A thoughtful person
1. _____
2. _____

_____A person who avoids conflict
1. _____
2. _____

_____A good communicator
1. _____
2. _____

_____Aware of my body language
1. _____
2. _____

_____Forgiving of others / Don't hold a grudge
1. _____
2. _____

_____Patient with others
1. _____
2. _____

_____Honest / Trustworthy
1. _____
2. _____

_____Someone who uses "I" messages
1. _____
2. _____

_____Someone who stays out of other people's business
1. _____
2. _____

_____Able to think of others before myself
1. _____
2. _____

_____Respectful of personal differences
1. _____
2. _____

_____Proud of the decisions I make
1. _____
2. _____

_____Able to say I am sorry when I am wrong
1. _____
2. _____

_____Able to keep my cool when I get upset
1. _____
2. _____

Total score _____

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What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! To improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? _____

Why or why not?

_____

_____

Which interpersonal skills did you discover that you want to/will strengthen?

_____

_____

_____

Outline your self- improvement plan:

_____

_____

_____

_____

_____

_____

_____

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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: I Know What You Did This Summer **Lesson** 4 of 5

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Heard What You Did This Summer*
Sets of footprints made from cardboard or construction paper

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. 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 3. Analyze the duties and responsibilities of individuals in societies

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

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

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		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
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate at least three effective resolve interpersonal skills which could resolve a conflict.

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 will complete a conflict resolution activity sheet and role-play how to use interpersonal skills to resolve a conflict.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Ask for two volunteers who will act out an example of a conflict created by the counselor. Volunteer stands on a set of footprint cut-outs. Students act out conflict scenarios. Students switch places and discuss how it feels from the other person's point of view.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Distribute activity sheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie.	1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story.
2. Take one character section at a time and ask the students to place themselves in each character's position as they respond to the questions. Students should be reminded to answer honestly.	2. Students will write an honest response appropriate to each character's situation.
3. Ask students to turn to a neighbor and share	3. Students will turn to a neighbor and discuss

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their answers. Write on the board: Would one person's answer get a better response? What can you learn from the other person? What would you not do if this were you?	what they wrote down as responses. They will orally answer the questions that are asked by the instructor.
4. Have the students get into groups of three and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using at least three of those identified skills. The goal is to get a resolution without aggressive language or behavior.	4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.

Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

Counselor reflection notes (completed after the lesson)

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I Heard What You Did This Summer……

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? _____

2. Why or why not?

_____

_____

3. How will your decision help your relationship with Jack?

_____

_____

4. What interpersonal skills will you be using?

_____

_____

You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

_____

_____

2. Which skills might you find difficult to use?

_____

_____

3. How do you handle the situation with Julie?

_____

_____

4. How much do you really know about the situation?

_____

_____

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You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

_____

_____

2. If Jack does not believe your answer, how can you handle that?

_____

_____

Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.

_____

_____

_____

_____

_____

_____

_____

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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships…Going Up While Growing Up **Lesson** 5 of 5

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet-*Going Up While Growing Up*
Balloon for each student
Permanent markers

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups

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		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

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 lesson assessment will be the checklist and the discussion about interpersonal skills.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill on the balloon in the form of I, _____, am good at making friends because _____.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the students to pass the balloons around and read the comments on each balloon.	1. Students will pass the balloons around and read what others think about themselves.
2. Have students return balloons to the original owner.	2. Students will return balloons.
3. Pass out activity sheet and read aloud with students. Ask students to complete the first instruction on *Going Up While Growing Up* Activity Sheet, listing skills they feel are important in relationships. Walk around and monitor appropriateness of traits.	3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.
4. Ask students to think about three specific	4. Students will identify three friends and

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friends and identify qualities that those friends have that make them good friends to have.	those qualities that make each person important to them and valuable as a friend.
5. Complete the same information for three family members.	5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.
6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.	6. Students will complete self-reflection area.
7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills to improve) and then identify what plans or actions they can take to improve skills.	7. Students will compare lists and identify skills that they find that they need to improve. They will identify how they can strengthen those skills.
8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have skills that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are "growing", but when you try to change someone else, you are "controlling". You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.	8. Participate in discussion.

Teacher Follow-Up Activities

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

Counselor reflection notes (completed after the lesson)

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Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

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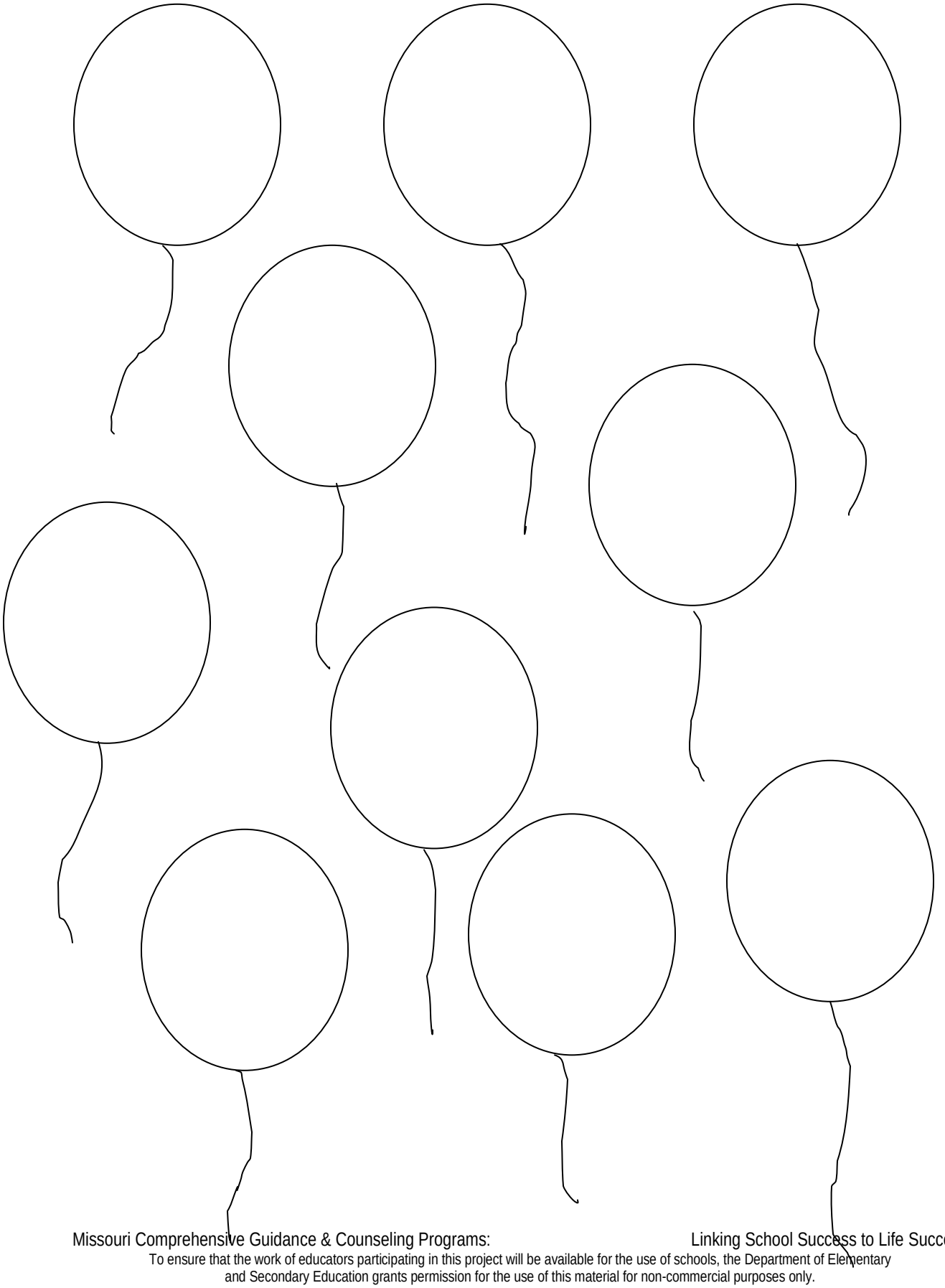

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List 3 family members and identify which “balloon” qualities they have.

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

Which “balloon” skills do I have that I think are important for my family and friends to also have?

1.	5.
2.	6.
3.	7.
4.	8.

Which ones do I need to improve?

_____

_____

How can I improve my skills?

_____

_____

Which skills do I think I should focus on first?

_____

_____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 – 50 minutes each

ESSENTIAL QUESTIONS:
1. What is a quality relationship and how is it maintained?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. PS.2.A.08: Self-assess interpersonal skills that		SL.6.1 L.6.1 L.6.2 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 3 Level 3

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		PS.2.A.06 PS.2.A.07 PS.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	P/SD A	Level 1 Level 3 Level 3
3. The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	P/SD A	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3

ASSESSMENT DESCRIPTIONS:
Students will identify interpersonal qualities and skills that maintain quality relationships.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

4 5	8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R 8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson 1: Respect: Looks Like, Sounds Like, Feels Like

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*
Writing utensils
Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

7th Grade Lesson 2: R-E-S-P-E-C-T: A Basic Skill

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):

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PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. (DOK Level - 3)
PS.2.B.07: Promote acceptance and respect for individual differences. (DOK Level - 4)
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.
The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.
The student will answer five questions about getting to know someone who is different than them.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming, Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will demonstrate the process of advocating peacefully, knowledgably, and with an

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identifiable purpose and plan.

Brief Summary of Unit: Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations
Mathematics: data analysis
Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)
Comprehensive Guidance: the elements of being a friend; the ability to describe "interpersonal skills," the ability to use basic self-assessment processes, understanding "respect" as a way of life and an element of friendship.

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Unit 2 Title: R-E-S-P-E-C-T…Find Out What It Means to Me (and You)

Lesson Title: Respect: Looks Like, Sounds Like, Feels Like **Lesson** 1 **of** 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community.

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

Materials (include activity sheets and/ or supporting resources)

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet
Planning to Use Respect Activity Sheet
Writing utensils

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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
	Goal 4: make decisions and act as responsible members of society

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.

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 participate in question and answer discussion from the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and complete the *Planning to Use Respect* Activity sheet.

Lesson Preparation

Essential Questions: Why is showing respect for others important? How do we know we are using respect?

Engagement (Hook): The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will pass out the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.	1. Students will write down what respect looks like, sounds like and feels like.
2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.	2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able to give examples of their answers.
3. Ask students how what they have written	3. Students should be able to discuss how

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can be used as a plan to show respect towards others.	knowing what respect looks, sounds and feels like will enable them to develop ways and plan to show others respect.
4. Hand out the *Planning to Use Respect* Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.	4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.
5. Have students turn in their *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet. They may keep their *Planning to Use Respect* Activity Sheet.	5. Students will turn in the first activity sheet and take the second one with them.

Teacher Follow-Up Activities

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheets on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

Counselor reflection notes (completed after the lesson)

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Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?

What does respect sound like?

What does respect feel like?

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Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	Looks	Sounds	Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents…choose someone not listed above)			

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Unit 2 Title: R-E-S-P-E-C-T…Find Out What It Means to Me (and You)

Lesson Title: R-E-S-P-E-C-T: A Basic Skill **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: A minimum of four 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.07: Promote acceptance and respect for individual differences.

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

Materials (include activity sheets and/ or supporting resources)

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of

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	others
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	7. Use the tools of social science inquiry
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply knowledge about respect to develop a school wide plan to promote respect in their school.

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 become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life.

Lesson Preparation

Essential Questions: What does respect mean? How would respect as a basic skill make a difference in our school?

Engagement (Hook): Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising "mechanisms."

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce the lesson using the Hook. After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1, its purpose, and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 on Activity Sheet 1: *RESPECT by the Numbers).*	1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: *RESPECT by the Numbers.*
2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement As products are displayed, students write correct product name in second column of A in Table 1. In Column B, students will indicate whether or not they responded with the correct product name.	2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in second column of A. They will self-score their responses and indicate in Column B whether or not they responded with the correct product name.
3. The counselor (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of Columns C (current ownership and use) and Column D (potential ownership/use).	3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns C (current ownership and use) and Column D (potential ownership/use).
4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column B); the number who already own or use the product (Column C); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product Column D).	4. Students will assist with counting and recording responses in Columns B, C, and D.
5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to	5. Students will ask questions to clarify their tasks and work with others to compile group

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compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (B, C, or D). In that way, a system of checks and balances occurs. Enter the results in Table 2 of Activity Sheet 1.	data for one Column: B, C, or D.
6. Ask students who compiled data for the separate columns (B, C, or D) to present the results from Table 2 to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.	6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.
7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.) • Planned use of media sells products. • The most successful advertising is that which embeds a concept or opinion of the product in other's thinking. • If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T." • Seventh graders can be a catalyst for communicating respect as a way of life within their schools. • We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves	7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.
8. Review the conceptual essence of the 6th grade lesson: using more than one sensory modality enables us to gather data that might be overlooked if only one sensory mode were used. Remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others. Distribute copies of Activity Sheet 2-	8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.

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Planning to Use Respect. Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6th grade lesson. Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage looking and listening for ads that incorporate multi-sensory modalities. **NOTE:** This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.	
9. Ask students to tell about their observations regarding the use of multi-sensory modalities in advertising. As needed, review the hook. You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.	9. In groups, students will identify the sensory modes that were used in the advertisements presented as the Hook for this lesson.
10. Write Auditory, Visual, and Heart Feeling as column headers on dry erase board, SMART Board, or chart paper. **Introduce the Performance Scenario and "Operation R-E-S-P-E-C-T" campaign by asking: "What makes you buy a product?" As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.**	10. As a whole group, students will identify what influences them when deciding whether or not to buy a product.
11. "How do companies know the best way to influence consumers?"	11. Students will contribute to information with personal examples regarding companies' use of multi sensory modalities to determine best way to influence consumers to buy products (e.g. taste tests in the grocery store, interview in department store about clothing preferences).

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12. Tell the students that they are going to become advertising executives for an ad firm that has been hired by your school to sell the concept of "R-E-S-P-E-C-T: A Basic Skill and A Way of Life" to the school community. Ask students what selling a concept means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.	12. Students will contribute to discussion re: selling a concept – what does it mean?
Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.	Students will read the Performance Scenario and rubric and ask clarifying questions.
When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).	Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a "knowledgeable worker"? What personal strengths do I possess that will facilitate the use of every team member's positive energy?
13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next guidance class meeting. Examples may be from any type (legal) business. Before the next meeting time, students will write a one-two page informal writing describing of the large-scale ad campaign, hypothesizing about target audience and how the company's campaign appeals to that audience. The last paragraph of the student's writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the	13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples. Students will ask clarifying questions about the informal writing assignment.

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development of the "Operation R-E-S-P-E-C-T campaign. **(Note:** Suggested breaking point between day 2 and day 3 of lesson implementation).	
14. Steps 14 onward: Demonstrating GLE 2.2 7th grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.	14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members
15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual's vision for "**Operation R-E-S-P-E-C-T –**Making Respect a Basic Skill and a Way of Life in the Middle School. The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone's talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared, the collaboration and division of labor begins with the team outlining each aspect of the plan and assigning people who will carry out each responsibility and identify the accountable person in each team.	15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life. A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.
16. You-Guide on the Side: Teams will follow the Performance Scenario Rubric. The counselor and/or classroom teacher is/are urged to use restraint and curb the desire to save students from "mistakes" or embarrassment—students will learn more and gain more self-confidence if they are allowed to work their way out of a mess". Be available for support and a helping hand when a team needs it. Spend time with each team—listen to their conversations to determine what, if any, re-direction is needed. Midway through time allotment,	16. Team members will develop an Action Plan for the **Operation R-E-S-P-E-C-T** making respect for others a way of living. In their plans, students will include "accountability checks" with their partners.

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remind students of time remaining and answer any "good of the cause" questions—i.e. questions that pertain to everyone. Remind teams of product you are expecting to see at the end of this period. This is a place for real collaboration between classroom teacher and counselor – Work with CRT to incorporate time for teams to work together in classroom. The last Step: Performing and Reflection Projection: 17. Teams will each make a 7-minute presentation of their Operation R-E-S-P-E-C-T plan. Class members who are not presenting will serve as the school board/Advisory Council and will use the rubric as a checklist. At the end of each presentation 3 minutes will be set aside for writing, Students utilize Checklist and Reflection/projection statements to identify their next steps—as individuals/as a class in order to follow-through with "Operation R-E-S-P-E-C-T.	17. Students will write thoughtful "I learned …" statements; four students will volunteer to share their statements. Students will make arrangements (i.e., get permission) to post the materials they developed as a part of their proposal in high visibility, community places around the school.

Teacher Follow-Up Activities

The counselor and the classroom teacher will collaborate in order to make Operation R-E-S-P-E-C-T "work" successfully. The classroom teacher will be asked to provide a time each day for students to talk together about their observations of R-E-S-P-E-C-T becoming known as a basic skill and a way of life in the middle school.

Counselor reflection notes (completed after the lesson)

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PERFORMANCE SCENARIO
"Operation R-E-S-P-E-C-T"

Goal: (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

Role: You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

Supporting Characters: (**note:** the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company's team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

Audience: All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

Situation: Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

Product, **P**erformance and **P**urpose: You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district's strategic planning process from year to year.

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Performance Scenario Rubric

Reviewer: _____ Date _____Role _____

Standards and Criteria for Success:

1 = one or two elements present
2 = two or three elements present
3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.
4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided
5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

Your proposal/plan will include:	1	2	3	4	5
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production $250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

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Reflections: I Learned

_____

It would have been helpful for me if team had

_____

OR
The next time I do a team activity like this, I, _____

I rate the success of the planning process and document as:
High 5 4 3 2 1 Low

RESPECT as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

_____

_____**by ___/___/200__**

Signed _____ Witness _____

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Activity Sheet 1
(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)
Preliminary Analysis of Data Collected Regarding Media Influence
R-E-S-P-E-C-T: A Basic Skill by the Numbers

Date Data Collected _____ Name of Data Collector _____

Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)

Table 1: Results

Column A ***Products*** *What I Think/ What the advertising firm says.*		***Column B*** ***Students Who Correctly Identified the Product***		***Column C*** ***Students Who currently own/use the product.***		***Column D*** ***Students who, if they could, would buy /use the product as a result of advertising.***	
In my humble opinion, the product is _____	*According to the advertising firm, the product is _____*	*I Got It Right!!!!*		*I own and/or use the Product.*		*If I could, I'd buy and/or use the Product!*	
		Yes	*No*	*Yes*	*No*	*Yes*	*No*

Table 2: Percentage of students responding "Yes" to query in Columns B, C, D, Table 1

Number of students in attendance when data were collected	**Number of non-responders**	**% of Students Who Correctly Identified the Product**	***% of Students Who currently own/use the product.***	***% of Students who, if they could, would buy /use the product as a result of the advertising.***	**Comments:**

What do the data tell you and your team?

What information do you need in addition to the survey data?

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Activity Sheet 2

(2.2 Grade 6/7 Unit 2 Lessons 1/2)

Respect: Looks Like, Sounds Like, And Feels Like …

PLANNING TO USE RESPECT

Note: *This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.*

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person--Use first names or initials to identify the people about whom you are writing.	Looks Like …	Sounds Like …	Feels Like …
Respect For My Parents			
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My … (siblings, grandparents … someone not listed above)			
Respect For Myself			

Self-Assessment: (Please write your thoughtful responses on the back of this worksheet.)**

- **As I reviewed my responses—I learned I _____.**
- **If I want to show others that I have respect for who they are, I need to do more _____and do less _____.**

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Unit 2 Title: R-E-S-P-E-C-T…Find Out What It Means To Me

Lesson Title: A Stranger Among Us **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Advocate respect of individuals and groups.

Grade Level Expectation (GLE):
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet– *A Stranger Among Us*

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer five questions about getting to know someone who is different than them.

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 lesson assessment will be in the list of responses generated by the final question: "What might you be missing out on if you allow your fear and biases to take over and you don't take the time to get to know the person behind the differences?"

Lesson Preparation

Essential Questions: Why is respect for others important? Why is acceptance of differences not always an easy thing?

Engagement (Hook): Show a short clip or photo of R2D2. Emphasize that R2D2 shows great bravery in rescuing his friends from many perils.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Write each of these words on the board: Religion, Culture, and Ethnicity. Ask students to look up the words in the dictionary and select one student per each word to write the	1. Students will look up words individually and if asked, will write the definition to a select word on the board. Students will participate in discussion using active listening

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definition on the board. Lead a discussion on the similarities and differences between the words.	skills.
2. Discuss skills needed to show acceptance and respect of others.	2. Students participate in discussion.
3. Breaking the students into small groups, use the *A Stranger Among Us* worksheet to facilitate discussion. Randomly select students to report group findings.	3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.
4. Separate groups and ask students to individually write a response to: "What might you miss out on if you allow your fear and biases to take over and you don't take the time to get to know the person behind the differences?"	4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.
5. Write student-responses on the board for review and further processing.	5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.

Teacher Follow-Up Activities

Teacher can leave the list on the board and continue discussion if appropriate.

Counselor reflection notes (completed after the lesson)

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A Stranger Among Us

Envision sitting in your classroom and in walks a Star Wars character, such as R2D2. The teacher assigns the character to sit next to you.

1. What is your initial reaction?

2. What might that character be feeling?

3. How can you show the character that you respect him/her?

4. Which interpersonal skills will become important in this situation?

5. What can you say to those who don't show accepting behaviors?

Final question:

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 40 – 90 minutes each
ESSENTIAL QUESTIONS: 1. What is respect?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. PS.2.B.07: Promote acceptance and respect for individual differences. PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 3 Level 4 Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		PS.2.B.06 PS.2.B.07 PS.2.B.08		W.7.1 W.7.2 W.7.4	P/SD A	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		PS.2.B.06 PS.2.B.07 PS.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Students will demonstrate the process of advocating peacefully, knowledgably, and with an identifiable purpose and plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U
	INSTRUCTIONAL ACTIVITIES: (What Students Do)

1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U				
	Direct: __X____ Structured Overview Ls. 1, 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___X__ Concept Formation Ls. 2 ___X__ Concept Mapping Ls. 2 ___X__ Concept Attainment Ls. 2 _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations Ls. 2 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls. 1, 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming Ls. 1 _____ Peer Partner Learning __X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share __X___Cooperative Learning Ls. 2 _____ Jigsaw __X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #3 Title: Conflict Resolution—I am part of the Solution! **Grade Level:** 6-8

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem…Your Problem…Our Problem

Materials/Special Preparations Required:

- Wrapped food item
- *How Am I Responsible?* Activity Sheet for visual display
- SMART board or other visual display

7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best

Materials/Special Preparations Required:

- *How Am I Responsible?* Activity Sheet
- 3x5 Index cards in three colors
- Scrap paper
- Video equipment
- *How Did We Do – As a Team? (Group Assessment of Process)*

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

- Note cards cut in half, with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
- Wrapped candy
- Blank paper which students will fold into thirds
- Blank paper for conflict shield
- Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

- *Put Yourself in Check* Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):

PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. (DOK: Level - 4)

PS.2.C.07: Practice problem-solving and conflict-resolution skills. (DOK: Level - 2)

PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations. (DOK: Level 2)

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

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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 of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.
The student will write and perform one scenario demonstrating conflict resolution skills.
The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.
The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:
Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

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solving a problem) to be successful in this unit? Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

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Unit # 3 Title: Conflict Resolution –I am part of the Solution!

Lesson Title: My Problem…Your Problem…Our Problem **Lesson** 1 **of** 4

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.06: Apply problem-solving and conflict-resolution skills to new challenges.

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

Materials (include activity sheets and/ or supporting resources)

Wrapped food item
How Am I Responsible? activity sheet for visual display
SMART board or other visual display

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.

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 participate in question and answer discussion and in completing the *How Am I Responsible?* activity sheet.

Lesson Preparation

Essential Questions: Why is it important to accept personal responsibility in our relationships with others?

Engagement (Hook): Ask the students to list any new challenges they have faced this years as a sixth grader. As the students come up with responses write them on the board/chart paper.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.	1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things such as: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.
2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.	2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out challenging situations, and that problem-

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	solving and conflict-resolution skills are necessary to resolve conflict between people.
3. Project or display the *How Am I Responsible* activity sheet. Read the situation and lead the discussion on the questions.	3. Students will be discussing the answers to the questions on the activity sheet. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.
4. Complete the lesson by asking students to come up with relationship situations that may have arisen during the school year and discuss with students in the same manner as with the situations on the activity sheet.	4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.
5. Students will be encouraged to apply and practice the skills discussed during this lesson.	5. Students should apply and practice the skills discussed during this lesson.

Teacher Follow-Up Activities

The teacher may encourage students to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead, and you go to the party with that friend. Your parents find out and they ground you.

   How do you feel? _____

   How do you think your parents feel? _____

   How can you show your parents you are willing to accept personal responsibility?

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

   How do you feel? _____

   How do you think your friend feels? _____

   How can you show your friend you are willing to accept personal responsibility? _____

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

   _____

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Unit # 3 Title: Conflict Resolution – I am part of the Solution!

Lesson Title: "Re-Solutioning": Practice Brings Out Our Best **Lesson** 2 **of** 4

Grade Level: 7

Length of Lesson: 2 - 50 minute sessions

Note: This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film. Instead, it shares the work of the 7th grade students with younger students, providing the opportunity for a quasi-service learning experience for the older students, and connections with the future and education for the younger students.

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.07: Practice problem-solving and conflict-resolution skills.

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

Materials (include activity sheets and/ or supporting resources)

How Am I Responsible? Activity Sheet
3x5 Index cards in three colors
Scrap paper
Video equipment
How Did We Do – As a Team? (Group Assessment of Process)

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write and perform one scenario demonstrating conflict resolution skills.

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 write scripts for scenarios to be "re-solutioned." One re-solution scenario will be role played for whole class.

Lesson Preparation

Essential Questions: Why is personal responsibility important?

Engagement (Hook): Without saying anything, begin the lesson by playing a 1-2 minute segment of a video/DVD involving people (**NOTE:** any video will do—the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the PROCESS of playing, stopping, re-winding, starting over). Guide students in discovering: • Actors have a script to follow. • In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result "perfect." • In stage productions, rehearsals are held for weeks before the production opens. • In real-life-action, we don't have the luxury of a script and editing in conflict situations—OR DO WE?	1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}
2. Review with students their past learning in regard to conflict resolution, e.g., • **STAR**: **S**top—**T**hink—**A**ct—**R**eview • Steps in the conflict resolution process. • Personal responsibility and problem ownership	2. Students will build on each other's contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.
3. Emphasize that we DO have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict. • Humans are capable of stopping action and starting over • Each person in a challenging situation has feelings and thoughts that may differ from the other's thoughts and feelings about the same situation. (See 6th grade 2.3 lesson) • Problem-solving and conflict-resolution skills are necessary to resolve conflict between people. • Compromise is a positive step toward working out challenging	3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process. Students will identify a time when they used courage to face-up to a conflict.

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situations • Courage is required when the conflict or problem is between human beings. • Practice will help us be better prepared to say, "Wait a minute! I didn't like the way I said that …I'd like to start over." • In time, and with practice, putting ourselves "in check" will become more natural in our real-life action scenarios. • R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the re-solution of the conflict.	
4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet *How Am I Responsible?* (If students monitor year-to-year growth by keeping completed Activity Sheets in a "portfolio"—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can't find portfolios], copy the 6th grade 2.3 activity sheet *How Am I Responsible?* [attached]). Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.	4. Remind students to bring their completed 6th grade GLE 2.3 activity sheet *How Am I responsible?*
5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6th grade and the ways the process helped to "re-solution" the conflict.	5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.
6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers. • Assign students to teams of two. Give each team three (3) index	6. Students will actively participate in work of team via such activity as: • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.

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cards—one each of three different colors (e.g., yellow, green, blue), • Students will develop three brief real-life conflict scenarios in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher. • Write the completed scenarios on the cards: **Peer conflicts**--yellow cards; **Parent(s) conflict**--green cards **Teacher conflict**--blue cards. (**Note: colors are suggestions rather than mandates.)** • Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team.	• Volunteering to write scenarios on cards.
7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the "best" scenario for each color (Peer, Parent, Teacher). • Cut six slips of paper; write "Parent" on two, "Peer" on two, and "Teacher" on two. Each team will draw one slip of paper from "hat"—this will identify which of the relationships each team will use as the basis for its film. • In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. "It's a wrap!" will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for	7. Students will work with other team members to make decisions about what to include in scenarios

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production of the scenarios. • The following steps will be followed: ▪ All team members read and write "first thoughts" about story line, the characters and conflict resolution. ****This is a good place to end the lesson for this day to be continued on another day.** Ask each student to think about his or her team's scenario and to write "first thoughts" before the next class. **DAY TWO:** 8. Review Day One and "homework" task: Writing "First Thoughts (above). ▪ "First Thoughts" will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of skills learned in prior lessons will be a part of this discussion. ▪ Scenario dialogues will be developed with all team members contributing. ▪ Cast of characters and descriptions will be developed; characters will be cast in roles. ▪ Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario. ▪ Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this "step" movement of the characters in each scenario is determined. ▪ Rehearsals will provide additional	8. Students will have their "First Thoughts" written and ready to discuss with team members. Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.

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opportunity for modifications to occur. ***Please note**: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between "practicing" and the "re-solutioning" of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.*	
9. Becoming problem solvers in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of "meta-processing" as a required part of any team meeting. Learning to view "meta-processing" as an expected part of the team's agenda—first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).	9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.
10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students "act out" scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.	10. Students will participate in assessment event as enactors or observers.

Teacher Follow-Up Activities

The opportunities for collaboration with the classroom teacher are endless. For example, if the counselor has provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the Guidance

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Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

   How do you feel?_____

   How do you think your parents feel?_____

   How can you show your parents you are willing to accept personal responsibility?

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

   _____

   _____

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2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

   How do you feel? _____

   How do you think your friend feels? _____

   How can you show your friend your willing to accept personal responsibility? _____

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

   _____

   _____

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HOW DID WE DO – AS A TEAM?
Group Assessment of Process

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The "Think-Pair-Share" process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

Goals for this Work Session (to be specified at the beginning of a work session)**:**

Goals were accomplished **Yes** **No** **Partially**

Explanation:

Examples of accomplishments:

Level of Participation:

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

What I liked/appreciated about our team work:

What I would change if I were doing this over:

In order to make change, I need:

It would help me to be more productive if:

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Unit # 3 Title: Conflict Re-solution….I Am Part of the Solution

Lesson Title: My Conflict Shield **Lesson** 3 of 4

Grade Level: 8

Length of Lesson: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.

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

Materials (include activity sheets and/ or supporting resources)

Note cards cut in half with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
Wrapped candy
Blank paper which students will fold into thirds
Blank paper for making conflict shields
Colored Pencils/Markers

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.

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.
Class discussion and worksheet will provide assessment.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): As the students walk into class, hand them a half of a note card with a famous person/character’s name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair students using "Famous Couples with Conflict Cards".	1. Students will find their "mate" and sit together.
2. Ask pairs to fold blank paper into thirds. On the first section the student pairs will create one list of skills that they use when in conflict. In the second section ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. In the third section ask student pairs to create a list of skills that they wish they could develop. Each list must have at least 5 items.	2. Students will work together to create the lists that are described.
3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use.	3. Students will share their lists and compare with others.
4. Keep the students in pairs and pass out another sheet of blank paper. Ask students to draw a shield and break the shield into 12 large parts by drawing lines. Ask the students to title the shield across the top of the paper (not on the shield) "My Conflict Shield". (It may be helpful if a sample of the shield is displayed to help students understand how to do this.)	4. Students will design a shield worksheet.
5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 most important and list only 12.	5. Students will decide which 12 skills are the most useful in conflict resolution.
6. Ask students to then color the sections of the shield that list the skills in which they are "excellent" in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind	6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.

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them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.	
7. The students that displayed effort during the exercise will be allowed to consume the candy.	7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.
8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.	

Teacher Follow-Up Activities

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

Counselor reflection notes (completed after the lesson)

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Unit # 3 Title: Conflict Resolution….I Am Part of the Solution

Lesson Title: Put Yourself in Check **Lesson** 4 **of** 4

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.C.08: Exhibit awareness of personal responsibility in conflict situations.

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

Materials (include activity sheets and/ or supporting resources)

Put Yourself in Check Worksheet

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

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.
Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): Announce, "I need 2 volunteers." After selecting volunteers, ask them to spontaneously role-play a common conflict among 8th grade students. (Be prepared with a few suggestions for them to choose from if they cannot think of one on their own.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the *Put Yourself In Check* worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.

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3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.	3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.
4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.	4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.
5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.	5. Participate in discussion by realizing and expressing different reactions that might have led to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.
6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.	6. Student volunteers will practice skills learned in class in front of peers.
7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.	7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.

Teacher Follow-Up Activities

Teacher will be able to use and refer to the skills learned during today's lesson during future conflicts in the classroom.

Counselor reflection notes (completed after the lesson)

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Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/ girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

_____

_____

The initial events:

_____

_____

The escalation point:

_____

_____

The intervention (if any):

_____

_____

The final event:

_____

_____

The resolution (if any):

_____

_____

List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

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5. _____ _____ _____

6. _____ _____ _____

7. _____ _____ _____

8. _____ _____ _____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

_____

_____

_____

_____

_____

_____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Conflict Re<u>solution</u>–I am part of the <u>Solution!</u> Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 – 50 minutes each

ESSENTIAL QUESTIONS:
1. Why do I need to take responsibility?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. PS.2.C.07: Practice problem-solving and conflict-resolution skills. PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.		SL.6.1 L.6.1 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		PS.2.C.06 PS.2.C.07 PS.2.C.08		W.7.3 W.7.4 W.7.5	P/SD A	Level 4 Level 2 Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a "conflict shield" which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.		PS.2C.06 PS.2.C.07 PS.2.C.08		SL.8.1 L.8.1 L.8.3	P/SD A	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		PS.2C.06 PS.2.C.07 PS.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 4 Level 2 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

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

Grade Level: 9-12

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

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

- Pens
- Pencils
- *The Clique* student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

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

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

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

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

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

Materials/Special Preparations Required

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

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

Materials/Special Preparations Required

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

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11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

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

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

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

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet
Alternative for Solving Conflicts handout
Pens
Pencils

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectations (GLEs):

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

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American School Counselor Association (ASCA) National Standard:

Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

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

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

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

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

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

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Brief Summary of Unit:
Standard PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

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

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

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

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

Grade Level: 9

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

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

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

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
The Clique student handout

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

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

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

Lesson Preparation

Essential Questions:

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

Engagement (Hook):

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

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Procedures

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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The Clique

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

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

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

Grade Level: 9

Length of Lesson: 30 - 45 minutes

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

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

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

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

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

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Lesson Preparation

Essential Question:
Why is respect for others important?

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

Procedures

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

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

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

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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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

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

Grade Level: 10

Length of Lesson: 30 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
Listening Stems activity sheet for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Assessment will be via classroom discussion and personal journal entries.

Students will complete a journal entry regarding communication in relationships.

Lesson Preparation

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

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

Procedures

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

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

Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

Counselor reflection notes (completed after the lesson)

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Listening Stems

Name: _____ Date: _____

I get angry when…_____

_____

I am happiest when…_____

_____

I am afraid when…_____

_____

I hold back my feelings when…_____

_____

I feel sorry for myself when…_____

_____

I avoid…_____

_____

I wish…_____

_____

I would like to learn more about …_____

_____

I get most irritated when…_____

_____

I care about…_____

_____

I get most excited about…_____

_____

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

Lesson Title: Origins: A Simple Word Game For Use In Human Relations Trainings **Lesson** 4 of 7
Grade Level: 10

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community

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

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

Timer
Three judges
Instructions for "Origins: A Simple Word Game for Use in Human Relations Training
Definitions: Origins: What do these words or phrases mean?
Activity Sheet: Origins: What do these words or phrases mean?

Information pertaining to this activity may be found at the following location:
Teaching Tolerance
400 Washington Avenue
Montgomery, Alabama 36104
www.tolerance.org www.teachingtolerance.org

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions:
Why is respect for self and others important?
Engagement (Hook):
Music and publicity over the announcements reflecting respect.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Note: The specific instructions for this lesson may be found on the *Origins: A Simple Word Game for Use in Human Relations Training* handout. In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).	

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Choose three students to be judges and give each judge a set of instructions; put remaining students in groups of 5 - 6 people.	
1. Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.	1. Students will thoughtfully participate in "Origins" as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.
2. At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet. Each judge records the score on his or her score sheet. Continue activity with each word or phrase.	2. Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.
3. Closure: Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.	3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.

Teacher Follow-Up Activities

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

Counselor reflection notes (completed after the lesson)

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TEACHING TOLERANCE
www.teachingtolerance.org

Instructions for Origins: A Simple Word Game for Use in Human Relations Training

Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges' scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge's points on the board after each round and announce winners.

Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

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Activity Sheet: *Origins*: What Do These Words or Phrases Mean?

(Adapted from Sudie Hofmann's introduction to "*Origins".*
http://www.tolerance.org/teach/activities/activity.jsp?ar=657)

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don't know the usage or the origin, make up something that seems "right").

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you MUST write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

1. Gypped

Common usage: _____

Origin: _____

2. **Jew you down**

Common usage: _____

Origin: _____

3. Mulatto

Common usage: _____

Origin: _____

4. Lame

Common usage: _____

Origin: _____

5. Hick

Common usage: _____

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Origin: _____

6. Evil eye

Common usage: _____

Origin: _____

7. Iron Maiden

Common usage: _____

Origin: _____

8. Indian giver

Common usage: _____

Origin: _____

9. Paddy Wagon

Common usage: _____

Origin: _____

10. Russian roulette

Common usage: _____

Origin: _____

11. Hag

Common usage: _____

Origin: _____

12. Chinese fire drill

Common usage: _____

Origin: _____

13. Chinese home run/Harlem home run

Common usage: _____

Origin: _____

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14. Jaywalking

Common usage: _____

Origin: _____

15. Bury the Hatchet

Common usage: _____

Origin: _____

16. Bedlam

Common usage: _____

Origin: _____

17. Corny

Common usage: _____

Origin: _____

18. Hold down the fort

Common usage: _____

Origin: _____

19. Welsh (verb)

Common usage: _____

Origin: _____

20. Low person on the totem pole

Common usage: _____

Origin: _____

21. Indian summer

Common usage: _____

Origin: _____

22. Dutch bargain

Common usage: _____

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Origin: _____

23. Dutch treat

Common usage: _____

Origin: _____

24. Redneck

Common usage: _____

Origin: _____

25. Gypsy Cab

Common usage: _____

Origin: _____

26. On the Warpath

Common usage: _____

Origin: _____

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

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Teaching Tolerance
www.teachingtolerance.org

Definitions: *Origins*: What Do These Words or Phrases Mean?

1. GYPED
Common usage: One has been cheated.
Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

2. JEW YOU DOWN
Common usage: Hard negotiation to lower a price.
Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

3. MULATTO
Common usage: One African American parent and one White Parent.
Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

4. LAME
Common usage: A statement or behavior that is foolish or not well reasoned.
Origin: Belief that someone with a disability is incompetent of stupid.

5. HICK
Common usage: To describe something that is unsophisticated, outdated or stupid.
Origin: 16th century nickname for the given name Richard. Refers to a person who lives in the country.

6. EVIL EYE
Common usage: Evil or dirty look.
Origin: Belief in Europe and the Middle East that women could possess and evil eye, especially common in European witch trials.

7. IRON MAIDEN
Common usage: Tough, humorless woman.
Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill woman suspected of being witches.

8. INDIAN GIVER
Common usage: Taking back a gift.
Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

9. PADDY WAGON
Common usage: Police van.
Origin: Derogatory term for Irish people based on the Irish name of Padaig. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

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10. RUSSIAN ROULETTE
Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.
Origin: Belief that Russian culture is fatalistic.

11. HAG
Common usage: Ugly or old woman.
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

12. CHINESE FIRE DRILL
Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.
Origin: Belief that Chinese culture is chaotic ant the implication is that Chinese people are stupid and would run back into a burning building.

13. CHINESE HOME RUN/HARLEM HOME RUN
Common usage: Perceived unfair homerun because of a mythical short fence around the field.
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant "cheap shot." Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

14. JAY WALKING
Common usage: Violating pedestrian laws.
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

15. BURY THE HATCHET
Common usage: To settle one's differences..
Origin: A 14th century British song titled "Hong up then hatchet ant thi knyf." No historical usage by Indigenous people of North America.

16. BEDLAM
Common usage: Noise and chaos.
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

17. CORNY
Common usage: Stupid or comical ideas or behavior.
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

18. HOLD DOWN THE FORT
Common usage: Stay behind and manage the affairs of the office or home.
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

19. WELSH (VERB)
Common usage: Renege on an agreement or promise.
Origin: Nursery rhyme "Taffy was a Welshman, Taffy was a thief." Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

20. LOW PERSON ON THE TOTEM POLE
Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.

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Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

21. INDIAN SUMMER
Common usage: Unusually warm days in the fall.
Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16th century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From http://www.wordorigins.org)

22. DUTCH BARGAIN
Common usage: Appears to be a bargain, but is in fact a bad investment.
Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

23. DUTCH TREAT
Common usage: Each person pays for her/himself when out for dinner or entertainment.
Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

24. REDNECK
Common usage: A white male who has unenlightened, narrow, and racist views.
Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

25. GYPSY CAB
Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.
Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

26. ON THE WARPATH
Common usage: Description of someone who is engaging in angry, confrontational behavior.
Origin: Reference to American Indians waging war.

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Wilton, D. (2004). *Word Myths: Debunking Linguistic Urban Legends*. New York: Oxford University Press.
www.members.aol.com/morelandc/haveorigins.htm
www.wordorigins.org

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN)**

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

Lesson Title: Using Negotiation to Settle Difficulties **Lesson:** 5 of 7

Grade Level: 11

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships
PS.2.C.11: Accept personal responsibility in conflict situations

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

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals**.**

Materials (include activity sheets and/ or supporting resources)

Black/White Board or SMART Board
Index cards
Pens
Pencils
Negotiating Skills Components handout

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

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

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	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the *Negotiating Skills Components* worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a "helpful hint" for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

Lesson Preparation

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

Engagement (Hook):
Instructor will pose the following question: Have you ever done something you knew was wrong

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but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor will provide the *Negotiating Skills Components* handout.	1. Students review list of *Negotiating Skills Components* handout.
2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.	2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation…to assure that no student monopolizes the time. Others students will watch and note which skills from the *Negotiation Skills Components* worksheet were utilized.
3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.	3. Students will participate in discussion of role-play and skills utilized.
4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).	4. Each student pair will develop a role-play and will write the scenario on an index card.
5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.	5. Students will role-play selected scenarios incorporating skills from the "Negotiating Skills Component" handout.
6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.	6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

Teacher Follow-Up Activities

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

Counselor reflection notes (completed after the lesson)

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Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid finger-pointing.
9. Work out a compromise that pleases both of you.

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

Lesson Title: Diversity Day **Lesson** 6 of 7

Grade Level: 11

Length of Lesson: 90 minutes – one day

Missouri Comprehensive Guidance and Counseling Big Idea:
PS2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.11: Exhibit respect for different cultures and points of view

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

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 4. Present perceptions and ideas regarding works of the arts, humanities and sciences

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	5. Perform or produce works in the fine and practical arts
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a reflection form following the performers and speakers answering the following: I learned that_____, I wish I _____, I want to _____, In order to learn more about the cultural traditions I will _____.

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Lesson Formative Assessment (acceptable evidence):

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

Students will complete an evaluation/short reflection of the day utilizing prompts given by the counselor.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Music and publicity during morning announcements prior to the event.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Form a committee of students and staff to plan the day. • Determine how many class periods and performers are appropriate. • Contact and organize performers and set up performance times. • Design method for assigning classes or student body to various venues. • Publicize event through the web page, flyers, announcements, and school paper. • Set up performance areas.	1. Students will participate in the planning of "Diversity Day" (hour or day) activities.
2. Assist performers as necessary.	2. Student body will participate in "Diversity Day" or hour.
3. Write thank-you notes.	3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

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Counselor reflection notes (completed after the lesson)

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

Lesson Title: Managing Conflicts **Lesson** 7 of 7

Grade Level: 12

Length of Lesson: 30 - 45 minutes

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

Grade Level Expectations (GLEs):
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships
PS.2.C.12: Utilize and accept personal responsibility in relationships with others

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

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
Managing Conflicts worksheet
Alternative for Solving Conflicts handout

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

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

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the following reflection regarding the discussion about student relationships and conflicts:
What did I learn about myself during this activity?

Which of the 6 alternatives for solving conflicts would I like to try more often?

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Student Self-Assessment: Students will review their responses to questions on handouts provided.

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Lesson Preparation

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

Engagement (Hook):
Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, or a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Distribute *Managing Conflicts* worksheet.	1. Students review *Managing Conflicts* worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.
2. Direct students to answer questions on the second page of the worksheet.	2. Students ask and answer questions.
3. Facilitate discussion regarding students' relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to "break the ice."	3. Students participate in discussion.
4. Distribute and discuss *Alternatives for Solving Conflicts* handout.	4. Students review and discuss *Alternatives for Solving Conflicts* worksheet.
5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?	5. Students respond in writing to the questions.
6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.	6. Students will hand in responses to worksheets.

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Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

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MANAGING CONFLICTS

Name:_____Date:_____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no "loser" or "winner" and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis fro compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don't often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

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Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

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You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

_____

_____

_____

_____

_____

b. What happened? How did you handle the situation?

_____

_____

_____

_____

_____

c. How did you feel about it?

_____

_____

_____

_____

_____

d. How would you handle it differently if you could do it over?

_____

_____

_____

_____

_____

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Alternative for Solving Conflicts

1. ***Use "I" messages—***State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an "I" message: "I am really hurt when you talk behind my back." Example of a "you" message that places blame: "You are so stupid when you talk behind my back."

2. ***Listen closely—***Let the other person know you are willing to listen to his or her side. Example: "I'm listening," or "Go ahead; I'll listen."

3. ***Get help—***Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.

4. ***Make a deal—***Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.

5. ***Apologize—***Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: "We don't seem able to solve this, but I am sorry you feel badly about it. I do too."

6. ***Cool it—***Dropping it is good for cooling off or avoiding no-win situations.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.	**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each
ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C.	Level 2 Level 2 Level 3

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

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

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

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

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

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

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

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: What are Safe and Healthy Life Choices? **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:

Lesson 1: What is Comfortable and Uncomfortable Touch?

Materials/Special Preparations Required:

- Activity Sheet 1
- Activity Sheet 2
- Activity Sheet3
- *Comfy Touch* Song
- Scissors
- Paste
- Crayons
- Assorted stuffed animals or puppets

Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?

Materials/Special Preparations Required:

- Activity Sheet 1
- Activity Sheet 2
- Two paper bags
- A large sheet of paper or bulletin board
- One permanent marker
- Safety pins or tape
- Stapler

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectations (GLEs):

PS.3.A.0K: Identify safe and healthy choices at home and school. (DOK Level - 1)

PS.3.B.0K: Identify safe/unsafe situations. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills**.**

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

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

Unit Essential Questions:

Why is safety important?

Unit Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.
The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
_X_ Experiential (Games)
___ Independent Study
_X_ Interactive Instruction (Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Lesson 1: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column.

Lesson 2: Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. Or students can place them on the correct part of the chart or poster.

Brief Summary of Unit:

This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to

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choose between safe and unsafe items and a take home page with the staying safe problem-solving model.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the meaning of safe and unsafe terminology.

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Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What is Comfortable and Uncomfortable Touch? **Lesson** 1 **of** 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.A.0K: Identify safe and healthy choices at home and school.

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

Materials (include activity sheets and/ or supporting resources)

Assorted stuffed animals or puppets
Activity Sheet 1
Activity Sheet 2
Activity Sheet 3
Comfy Touch Song
Scissors
Paste
Crayons
Assorted stuffed animals or puppets

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

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

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage (self-advocacy)		Compassion		Tolerance
X	Respect (for self)		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.

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 complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe/Comfortable Touch column or an Unsafe/Uncomfortable Touch column.

Lesson Preparation

Essential Questions: Why is safety important?

Engagement (Hook): "I have brought some friends to class today to help us talk about comfortable and uncomfortable touch." (Pass around some stuffed animals and let the students show how to give/receive a comfortable touch.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor: "Students, today I have brought some friends to class to help us talk about comfortable and uncomfortable feelings." (Counselor introduces the stuffed animals or puppets to the class.)	1. Students watch and listen as counselor introduces the animals/puppets.
2. Counselor asks the class the following question: "What does it feel like when somebody that you love and trust hugs you like we are hugging the stuffed animals?"	2. Students might answer: "It feels good, happy, warm, safe…etc."
Counselor: "Let's call this a comfortable touch. Can you repeat that?"	Students repeat the phrase "comfortable touch."
3. Counselor: "What people do you feel comfortable being touched by?	3. Students might answer: "My mom, dad, grandma, teacher, sister, doctor, etc."
4. Counselor: "What kinds of touches make you feel sad, or scared, or mad, or embarrassed, or uncomfortable, or	4. Students might say: "A hug that lasts to long; a hug or touch from someone I don't know; a touch that is too hard; tickling that

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confused? (Counselor may want to show a poster with pictures of these feelings to help students who do not have the feelings vocabulary to express themselves.)	is too rough; someone touching my private places…etc."
Counselor: "We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?"	Students repeat the phrase, "uncomfortable touches."
5. Counselor: "What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?"	5. Students might say, "Run away; tell them to stop; tell your mom; etc."
6. Counselor distributes the student take-home page and explains the problem-solving model for keeping safe: Say no; Get away; Tell someone you trust. Counselor tells the students to remember that it is never their fault if someone touches them inappropriately and that they should never be asked to keep something that makes them feel badly a secret.	6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.
7. Counselor: "Let's sing a song about comfortable and uncomfortable touch." (Song can also be chanted or done in echo fashion for non-singers.)	7. Students internalize the lesson concepts by singing the song and doing the actions. The *Comfy Song* is included in the lesson.
8. Counselor: "Let's see what we have learned today about comfortable and uncomfortable touches by completing a cutting, choosing and pasting activity." (Counselor passes out activity pages and glue and scissors. Counselor facilitates a step-by-step completion of the evaluation tool.)	8. Students complete the evaluation tool by cutting and pasting the pictures of comfortable touches in the happy face column and pasting the pictures of the uncomfortable touches in the sad face column.
9. Counselor summarizes lesson concepts by allowing students to hold up their completed evaluation tools and explain to the class which touch pictures he/she put in the happy face column and which touch pictures he/she put in the sad face column.	9. Students individually tell what touch pictures they pasted in each column. (<u>Variations on Evaluation Tool</u>: Students might be asked to complete the evaluation tool individually or in teams of two or teacher may choose to complete one evaluation tool at the front of the room and allow students to tell the counselor which columns to place the touches in.).

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10. Counselor may choose to close the lesson by singing the song again or by asking the students to post their evaluations on the wall. Students would be encouraged to show and discuss the steps to keeping safe with their parents.	10. Students participate in the final activity of the lesson.

Teacher Follow-Up Activities

1. Teacher might choose to sing the lesson song with students during daily opening or calendar time.
2. Teacher might choose to display the students' take-home coloring page with the steps for keeping safe on a class bulletin board.
3. Teacher might choose to follow up by reading books to the class that correspond to the lesson concepts.

Counselor reflection notes (completed after the lesson)

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Activity Sheet 1 -Directions: Cut and Paste cards form Activity Sheet 2 onto this Activity Sheet (1) in the appropriate column.

Safe Comfortable Touch	**Unsafe Uncomfortable Touch**

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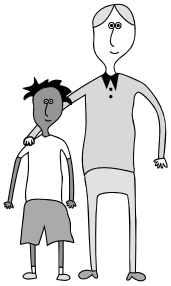
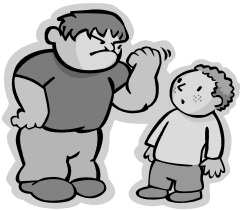
Activity Sheet 2 (Unit I, Lesson 1) Directions: Cut and Paste onto the columns on Activity Sheet 1.

1. A hug that feels just right from Mom.	**2. A hug that lasts too long.**
3. A kiss that feels just right from Dad.	**4. Tickling that is too rough.**
5. Sitting on Grandpa's lap for a story.	**6. When private places are touched by someone who makes you feel uncomfortable. (The places that are covered by your swimming suit.)**
7. A handshake or pat on the back from a teacher or friend. 	**8. A touch from a stranger that makes you feel scared.** 

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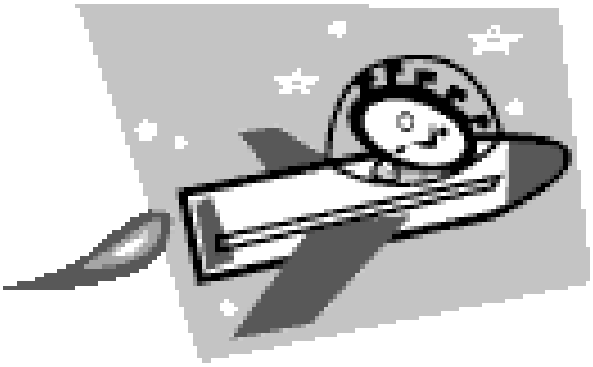
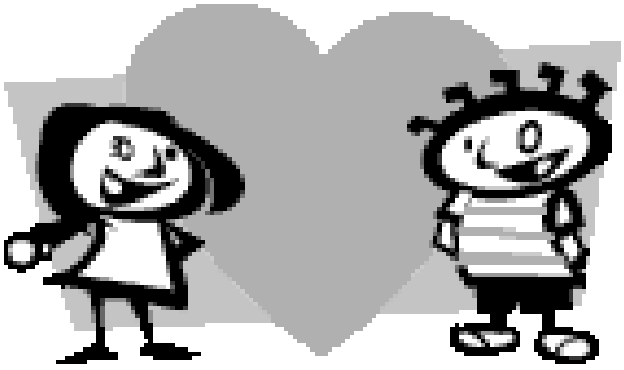
Activity Sheet 3 (Unit I, Lesson 1)

1. Say "No"

2. Get Away



3. Tell Someone You Trust



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SONG: "Comfy Touch" (Sung to the tune of Twinkle, Twinkle, Little Star)

Written by: Kathy Keller

Touching, hugging, kissing too,
Makes a comfy, happy you.
Comfy touch feels warm and safe
Comfy touch from a familiar face.
Touching, hugging, kissing too,
Makes a comfy, happy you.

When touch, or hug, or kisses too,
Make an uncomfy, unhappy you.
You know what you need to do.
Say, "No", Get away, Tell someone too.
If touching makes you scared or blue,
You now know just what to do.

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Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What are Safe and Unsafe Drugs/Medicines/Objects? **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.B.0K: Identify safe/unsafe situations.

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

Materials (include activity sheets and/ or supporting resources)

Two paper bags. (not included)
Activity Sheet 1
Activity Sheet 2
Two paper bags
A large sheet of paper or bulletin board
One permanent marker
Safety pins or tape
Stapler

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7 identify and apply practices that preserve and enhance the safety of self and others.

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will correctly sort two safe/health or unsafe/unhealthy scenarios in the appropriate place on the display area.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag.

Lesson Preparation

Essential Questions: How do I keep myself safe and healthy?

Engagement (Hook): Show students two paper bags with the two identifying labels on them. One bag has a picture of a healthy/happy/safe child, and the other bag has a picture of an unhealthy/unhappy/unsafe child. Ask the students what is different about the two pictures?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor: "Students, I wonder if you could help me figure out what might be making the child in this picture unhappy, unhealthy or unsafe? (Counselor shows the students the bags with the picture of the hurt child.)	1. Students might say: "He looks like he got hurt. Maybe he fell down. He might be being bullied; He might have been touched by a stranger, etc."
2. Counselor: "I was thinking about what might be making this child unhappy or unhealthy or unsafe and I came up with some guesses. I wrote them on these cards. The problem is I got them mixed up with the cards that I wrote explaining why the boy in the other picture looks happy, healthy and safe. Can you help me sort them out?"	2. Students will most likely respond by saying, "Yes."
3. Counselor: "Okay, the first one says <u>(read first card).</u> Which boy do you think would feel this way? Is this a safe/healthy	3. Students select the appropriate sack.

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choice or an unsafe/unhealthy choice? (Student volunteer places the card in the correct sack.)	
4. Counselor proceeds by reading all the cards following the procedure in step 3.	4. Students continue to select the appropriate sack.
5. When all cards have been sorted, Counselor takes the cards out of the two sacks and puts them into one sack and asks each student to reach into the sack without looking and select a card.	5. Students reach into the bag with cards and pulls out a card.
6. Counselor: "First we decided together how to sort the cards into the sacks and now we will see if each of you can decide for yourself where the card should go. Please stand one at a time and I will read your card so that you can decide which end of the room your card/you should go to and then you can walk to that side of the room and stand there so that we can see your card. One side of the room is for safe/healthy/happy choices and the other side of the room is for unsafe/unhealthy/unhappy choices. If you need help deciding you can ask someone in the class to help you decide." <u>Variation</u>: Use two ropes or strings to create two circles on the floor for two areas to sort students.	6. Students will stand one at a time so that Counselor can read the student's card. Students will first try to individually decide which side of the room they should walk too in order to sort safe from unsafe cards. If student has difficulty determining the sort, the student may ask a classmate to help. Student will walk to one side of the room or the other depending upon the sort.
7. After students have completed the game, the counselor helps students to tape or glue them on the bulletin board or large piece of paper on the wall under either the heading "Healthy, Happy, Safe Choices" or a heading that reads "Unhealthy, Unhappy, Unsafe Choices."	7. Students place the cards in the appropriate place on the display area.
8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.	8. Students echo the safe/happy/healthy choice cards.

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Teacher Follow-Up Activities

1. Teacher may choose to repeat the echo activity with the card display.
2. Teacher may choose to read related books.

Counselor reflection notes (completed after the lesson)

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Activity Sheet 1 (Unit I, Lesson 2) Directions: Attach labels to two paper bags.

SAFE/HEALTHY

UNSAFE/UNHEATHY

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Activity Sheet 2 (Unit I, Lesson 2) Directions: Read cards and sort them into two bags labeled Safe/Healthy or Unsafe/Unhealthy. Safe cards are marked with an **S**, and Unsafe with a **U**.

U 1. Picking up a Needle.	**U** 2. Eating candy found on the ground.	**U** 3. Eating pills found in medicine cabinet.	**U** 4. Taking candy or food from a stranger.	**U** 5. Drinking from bottles found in the home that are poison.
S 6. Getting a shot by the Doctor.	**S** 7. Eating candy given by parent or trusted adult.	**S** 8. Taking pills or medicines given by parent or trusted adult.	**S** 9. Eating the food that a parent or trusted adult sets on the table.	**S** 10. Eating candy that my teacher gives me.
U 11. Drinking from bottles in the medicine cabinet.	**U** 12. Swallowing pills that my friend gives me.	**U** 13. Helping someone you do not know find a lost puppy.	**U** 14. Running too fast on the pavement.	**U** 15. Standing too close to another student who is swinging.
S 16. Walking and playing with hands to self.	**S** 17. Walking slowly and obeying playground rules.	**S** 18. Wearing your seatbelt while in the car.	**S** 19. Following teacher directions on safety at school.	**S** 20. Listening to the teacher when she gives directions.
U 21. Kicking or hitting others.	**U** 22. Getting in a car with someone you do not know.	**U** 23. Not wearing a seatbelt in the car.	**U** 24. Standing on the school bus.	**U** 25. Not listening to the teacher when she gives directions.
S 26.	**U** 27.	**S** 28.	**U** 29.	**U** 30.

Add your own safe/healthy or unsafe/unhealthy scenarios on numbers 26-30.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: What are Safe and Healthy Life Choices? This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to choose between safe and unsafe items and a take home page with the staying safe problem-solving model.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why is safety important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four comfortable touches and four uncomfortable touches.		PS.3.A.0K: Identify safe and healthy choices at home and school PS.3.B.0K: Identify safe/unsafe situations.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area.		PS.3.A.0K			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS*:

Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column.

Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or

unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. And/or helping place them on the correct part of the chart or poster.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: What is Comfortable and Uncomfortable Touch? Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: What is Comfortable and Uncomfortable Touch? Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: Life-Changing Events **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: How Families Change

Materials/Special Preparations Required:

Paper and drawing materials.

Optional – Counselor may choose to display pictures of the ways that families change to aid in the discussion.

Lesson 2: Other Changes

Materials/Special Preparations Required:

Paper and drawing materials

I Can Change song

A picture of a family moving to another home and a picture of a child starting school for the first time.

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation (GLE):

PS.3.C.0K: Identify different life changes or events. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills**.**

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

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

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	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do families change?

Unit Measurable Learning Objectives:

The student will identify one way their family has changed and one way another student's family has changed.
The student will identify one way that his/her life has changed since he/she started kindergarten.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast)
_X_ Indirect (Concept Formation)
____ Experiential
___ Independent Study
_X_ Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will draw pictures of their families.
Students will "Show and Tell" about their families with emphasis on how their families might have changed.
Students will draw a picture of something they had to change when he/she started kindergarten.

Brief Summary of Unit:

In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge that people come from different types of families.

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Unit #2 Title: Life-Changing Events

Lesson Title: How Families Change **Lesson** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.0K: Identify different life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Paper and drawing materials
Optional – Counselor may choose to bring pictures of the ways that families change to aid in the discussion.

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	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	X	Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will identify one way their family has changed and one way another student's family has changed.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will draw a picture of their families and "Show and Tell" changes that have occurred within their families.

Lesson Preparation

Essential Questions: How do families change?

Engagement (Hook): Counselor begins drawing examples of changing families on the board for students to guess (i.e. new baby, moving, divorce, separation due to military departures) "Today, we are going to draw our families."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor distributes paper and drawing materials and instructs students to draw a picture of their family.	1. Each student draws a family picture.
2. When students have finished, the counselor will say, "Students, thank you for doing such a nice job on your family picture. I would like for each of you to tell the rest of us about your family. Tell us who the people are and tell us if there have been any changes in your family. Families change. Maybe a baby has been born in your family. Maybe a relative has died in your family. Maybe parents have separated or divorced. Maybe your mom or dad got a different job, or you moved to a different place. Maybe an older sister or brother has married or moved away or gone to college. <u>NOTE:</u> The counselor will facilitate a discussion of how change is a natural part of life and some changes require adjustments (coping skills) during student presentations.	2. Each student will participate in a "Show and Tell" about his/her family, being prompted by counselor to talk about any changes that have occurred in his/her family.
3. Counselor will say, "Today we listened to our friends tell us about their families and changes that have happened in their families. Do you remember some of the changes that	3. Students will review the changes that occur in families.

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our friends talked about?	

Teacher Follow-Up Activities

1. Teacher may choose to read related books about new babies, new jobs for parents, new houses, death, loss, or divorce.
2. Counselor/Teacher may identify the need for some students to join a counselor lead small group dealing with the issues of grief, loss, and divorce.
3. Teacher may choose to display the students' families alongside stories the students have written about their families.

Counselor reflection notes (completed after the lesson)

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Unit #2 Title: Life-Changing Events

Lesson Title: Other Changes **(**Life-Changing Events outside of the Family) **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.0K: Identify different life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Paper and drawing materials
I Can Change song
A picture of a family moving to another home and a picture of a child starting school for the first time.

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	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
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will identify one way that his/her life has changed since he/she started kindergarten.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will draw a picture of something they had to change when they started kindergarten and share it with the class.

Lesson Preparation

Essential Questions: What are life-changing events?

Engagement (Hook): Counselor will show students pictures of life-changing events. A family moving to a new place. A child starting a new school for the first time at the kindergarten level.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will say, "Students, today we will be talking about change. I brought two pictures that show change."	1. Students listen.
2. Counselor shows students the picture of people moving and asks, "What do you see happening in this picture?"	2. Students might say, "A family is moving to a new place."
3. Counselor asks, "What kinds of changes do you think the family will experience? What will be different for them?"	3. Students respond.
4. Counselor will say, "What do you think the family will have to do to adjust, get used to, or be happy with their new house?" Counselor would explain/assure students that change is a natural part of life and that there are always steps that can be taken to adjust to change and return to some type of normalcy.	4. Students respond.
5. Counselor will show students picture number two of a child starting kindergarten for the first time and ask, "What do you see happening in this picture?"	5. Students will look at second picture and respond.
6. Counselor asks, "What do you think will be different for the child? How do you think	6. Students respond.

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his life will change now that he is going to school?"	
7. Counselor says, "Great job students. You are really thinking about this. Do you remember changes <u>you</u> had to make when you started kindergarten this year?" (Counselor may want to list the changes on the board or draw pictures of the changes on the board as students discuss them.)	7. Students respond.
8. Counselor distributes paper and drawing materials.	8. Students draw a picture of something that changed in their life when they started school. Students will share their pictures with the class, with special emphasis on changes that the student has experienced.
9. Counselor will leave the class with the concept that change is a natural part of life and that most of the time adjustments can be made in order to bring life back as close to normal as possible. Change is a challenge that allows us to learn new things. These concepts will be shared with the students using the lesson song, "I Can Change."	9. Students listen while Counselor explains the lessons concepts. Students will sing the "I Can Change" lesson song (copy at the end of this lesson).

Teacher Follow-Up Activities

1. Teacher can sing *I Can Change* lesson song with students throughout the week.
2. Teacher can bring in current event pictures of how events change our lives (natural disasters, re-location, births, deaths, etc.).
3. Teacher can ask students to draw a picture, write or tell a story about how they were able to change to meet a new situation.

Counselor reflection notes (completed after the lesson)

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Lesson Song: "I Can Change" (Sung to the tune of Three Blind Mice)

Written by: Kathy Keller

I can change. (Counselor sings)
I can change. (Students sing)
Do new things. (Counselor sings)
Do new things. (Students sing)
I can come to school on time. (Together)
I can learn to read and rhyme. (Together)
I can be polite and kind. (Together)
I can change. (Counselor sings)
I can change. (Students sing)

I can change. (Counselor sings)
I can change. (Students sing)
Learn new ways. (Counselor sings)
Learn new ways. (Students sing)
I can learn to tie my shoes. (Together)
I can learn to count by twos. (Together)
I can learn to work not snooze. (Together)
I can change. (Counselor sings)
I can change. (Students sing)

I can change. (Counselor sings)
I can change. (Students sing)
Watch me change. (Counselor sings)
Watch me change. (Students sing)
I can make change good or bad. (Together)
I decide if I'm happy or sad. (Together)
Change is a challenge that makes me glad. (Together)
Things do change. (Counselor sings)
I'm okay with change. (Students sing)

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Family Moving

Child Starting School

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Life-Changing Events In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do families change?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify one way their family has changed and one way another student's family has changed.		PS.3.C.0K: Identify different life changes or events.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will identify one way that his/her life has changed since he/she started kindergarten.		PS.3.C.0K			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS*:

Students will draw pictures of their families.
Students will "Show and Tell" about their families with emphasis on how their families might have changed.
Students will draw a picture of something they had to change when he/she started kindergarten

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

	__x__ Direct __x_ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: How Families Change Lesson 2: Other Changes
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2	See Lessons: Lesson 1: How Families Change Lesson 2: Other Changes

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Following Personal Safety Rules **Grade Level:** 1

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: My Feelings
Materials/Special Preparations Required:
Feelings Game Cards and *Feelings Thermometer* worksheets
SMART Board or chart paper and markers

Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings?
Materials/Special Preparations Required:
Personal Safety Presentation to Students ~~Sheet~~
2 letters for parents
Handout for parents
Safety Rule poster

Lesson 3: Healthy Touches and Private Touches
Materials/Special Preparations Required:
Role-Play Cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits
Handout of adults students can trust
Who Are Some Adults You Can Trust Activity Sheet

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety. (DOK Level 1)
PS.3.B.01: Identify personal safety strategies. (DOK Level 1)

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

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of

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	others
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. 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 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

How do you know when you are in danger?

Unit Measurable Learning Objectives:

The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.
The student will identify the 3 problem solving safety rules.
The student will identify at least 3 adults he/she can trust.
The student will demonstrate how to use the 3 safety rules for one role play scenario.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Compare & Contrast; Guided & Shared)
____ Indirect
_X_ Experiential (Games; Role Playing)
___ Independent Study
_X_Interactive Instruction (Role Playing; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify the three problem solving safety rules and use them during a role-play.

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Brief Summary of Unit:
This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.

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

Students will have some knowledge of different types of feelings.
Students will have knowledge of the three problem solving safety rules introduced in kindergarten if they participated in the lesson. Rules will be reviewed in this unit.

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Unit 1 Title: Following Personal Safety Rules

Lesson Title: My Feelings **Lesson:** 1 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Feelings cards (attached)
Feelings Thermometer worksheet (copies for each student)
SMART Board or chart paper and markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

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

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		health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify four basic feelings everyone has and demonstrate how one feeling looks by role playing.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify the four basic feelings in a feelings game and demonstrate how each looks while it is being experienced.

Lesson Preparation:

Essential Questions: How does someone feel when someone is not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a Feelings Thermometer Sheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the Feelings Thermometer Sheet. Students share and discuss their feelings briefly.

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a *Feelings Thermometer* worksheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the *Feelings Thermometer* worksheet. Students share and discuss their feelings briefly. Help students become aware that	1. Students participate in completing feelings thermometer sheets.

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each of them feels differently in those situations.	
2. After the sheet is completed the counselor asks the students if they can identify the four basic feelings that everyone has at different times or in situations (happy, sad, mad, scared).	2. Students respond (happy, sad, mad and scared).
3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means.	3. Students brainstorm ideas. Example: A person is happy when something good happens like a birthday. A person feels sad when someone dies. A person feels mad when another person hits them. A person might feel scared when they are in a dark room.
4. The counselor tells the students that all other feelings that they have can fall in the same category as one of the feelings on the board. (Example: lonely is a sad feeling so you would write lonely under the sad category.). Some feelings may fall into two categories.	4. Students listen to teacher examples.
5. The counselor instructs the students that they're going to play the Feelings Game. The instructor cuts up the cards and uses the feelings cards to help students understand different feelings.	5. Students are selected to carry out the steps of the Feelings Game.
a. The counselor asks students to volunteer to come forward and draw a card. The student identifies the feeling privately and role-plays for the other students to guess the feeling.	a. Students role-play the feelings.
b. After role-playing the student or counselor selects a classmate to share time when they felt that way.	b. Another student identifies a time they felt that way.
c. That student selects a different classmate to identify the category it would fall under. The counselor would write the feeling under the right category.	c. A student identifies the feelings category of happy, sad, mad or scared.
d. Continue until all cards have been used. Make sure different students are	

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given the opportunity to participate in the above activities. If there are not enough feelings then the counselor or student can make up their own.	
6. After the game the counselor will let students know they will continue discussing this topic and other information during the next class.	6. Students listen for next session information.

Teacher Follow-Up Activities:

The students share their Feelings Thermometer Sheet with the teacher. The teacher will help students identify and share their feelings throughout the week during different situations.

Counselor reflection notes (completed after the lesson):

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Feelings Thermometer

Mark each column to indicate your feelings about each statement

	How I feel playing with my friends	How I feel when I lose a game	How I feel working by myself	How I feel when someone says something mean to me	How I feel when I finish my work	How I feel when someone sits next to me	How I feel when I have to do my chores	How I feel when I am at home

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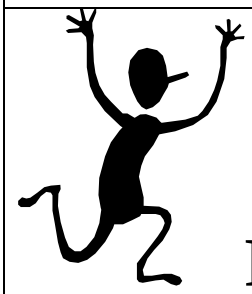
Cut cards for Feelings Game.

Angry	**Frustrated**
Confused	**Surprised**
Depressed	**Loved**
 **Frightened**	**Funny**

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Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**

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Unit 1 Title: Following Personal Safety Rules

Lesson Title: What are Comfortable (good) and Uncomfortable (bad) Feelings and Situations? **Lesson:** 2 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Safety Rule Poster (attached)
Personal Safety Presentation to Students
2 Parent letters (before and after the presentation)
Handout for Parents: Keeping Your Child Safe

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

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

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

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify the 3 problem solving safety rules.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify the three problem solving safety rules in group discussion.

Lesson Preparation:

Essential Questions: How does someone feel when they are not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Puppets demonstrate comfortable (good) and uncomfortable (bad) touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they don't know very well.)

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
**** The counselor should review the Personal Safety Presentation to Students sheet before teaching lessons two and three in this unit. Modify the information to meet students' needs.***	
1. The counselor reminds the students that we all have a feeling thermometer and then reviews the four feelings discussed in the last lesson. Using puppets, demonstrate comfortable and uncomfortable touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they	1. Students listen, and watch puppet demonstration.

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don't know very well.)	
2. After talking about the different feelings the counselor asks students if there are things people do to make them feel good (comfortable) or bad (uncomfortable).	2. Students identify the four feelings (happy, sad, angry, scared).
3. Discuss gut feelings, belly button warnings, and/or a confused feeling. Give examples: If someone tries to get you to steal something what would your gut feeling tell you to do? Is this a good thing or bad thing to do? You don't feel safe when talking to a stranger. What does your gut feeling tell you to do?	3. Students brainstorm ideas.
4. What can you do if another child or adult makes you feel uncomfortable or tries to put you in an unsafe or uncomfortable situation?	4. Students share gut feelings they would have about the situations.
5. Sometime a child may come in contact with an adult who tries to lure (trick) children away from a safe place or do something that makes them feel unsafe/uncomfortable. Share the safety rules handout with students. *Here are some problem-solving steps to help you when you don't feel comfortable or safe.* • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust.	5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout.
6. The counselor uses the puppets used earlier in the lesson and role-plays one of the situations above where they implement the steps listed on the handout. (Getting a hug from a stranger. Getting a back rub from someone they don't know very well. Not feeling safe when talking to a stranger or someone they know.). Make sure you note that it is not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves. The counselor asks	6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation.

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students to identify times they might use the safety steps.	
7. The counselor tells students they will continue discussing this topic and other information during the next ~~guidance~~ class.	7. Students listen.
8. Send home the parent letter with parent handout on the back *How To Help Your Child Stay Safe*. The counselor or teacher may want to send a letter home before the safety unit is presented. See sample letter.	8. Students take the letter home and other information home.

Teacher Follow-Up Activities:

The teacher will post the safety rules in the classroom and review when appropriate.

Counselor reflection notes (completed after the lesson):

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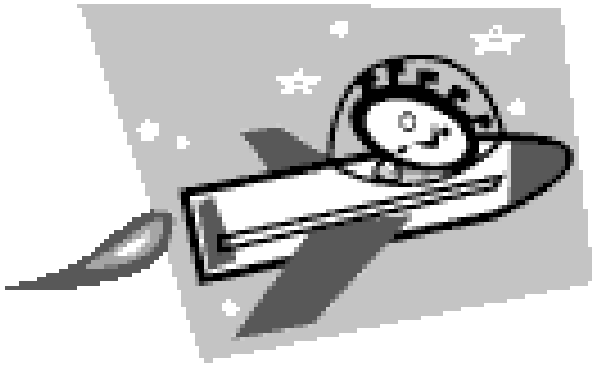
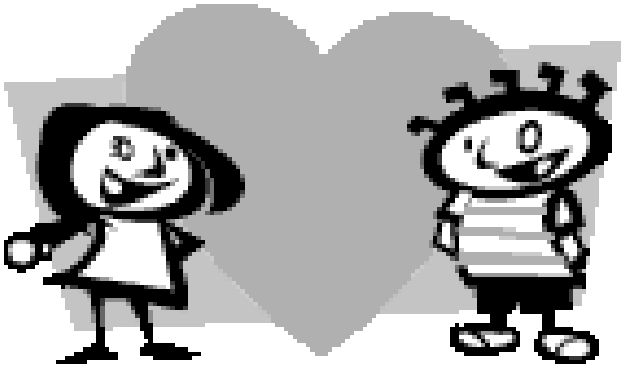
1. Say "No" in a Big Voice.

2. Get Away to a safe place.



3. Tell Someone You Trust.



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Can be adapted K-5th grade. The counselor should review this sheet before sharing the second and third lessons of the personal safety unit. Modify the information to meet the appropriate age level. The counselor can adapt this to meet students' needs.

Personal Safety Presentation to Students

This information was adapted from Columbia Public Schools Sexual Abuse Prevention Program Information.

Below are important points to discuss when presenting personal safety information to students.

- Discuss comfortable (good), uncomfortable (bad) touches, feelings or situations.
- Discuss confusing touch such as tickling. Tickling can be fun or uncomfortable.
- Discuss healthy touch – Healthy touches can come from a medical person, parents helping you change, bathe, check private parts of your body for rashes or put medicine on. <u>These are usually quick touches and always have purpose.</u>
- Discuss feelings meter (gut feelings). Example: "Belly Button Radar", Belly Button Warning, "Gut Feeling"
- It's not the child's fault.
- Why do adults use threats and bribes?
- Discuss sexual harassment or other types of harassment.
- Discuss where the private parts of your body are. These are parts of your body where your swimsuit covers.
- Share that most adults want a child to grow up to be happy and healthy, but once in a while a child may come in contact with someone who tries to make them feel uncomfortable.
- Always respect the body rights and personal space of others.
- Discuss what the words abuser or molester mean. <u>*This type of information should be shared at the judgment of the instructor.*</u>
- Share that an abuser could be a man or woman. Strangers can be abusers, however, most of the time it is someone that the child knows and maybe even loves.
- Abusers are not always adults. It could be an older child, teenager or someone his or her own age.
- Discuss the difference between a good secret and bad secret.
- Review safety rules for staying home alone.
- Review the three problem solving safety rules (1. Say "NO!"; 2. Get away to a safe place; 3. Tell an adult you trust.)
- How do you say no? (Assertiveness, broken record techniques, etc.)
- Who are trusted adults you can tell? Ask students to share ideas.

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Handout for Parents

Keeping Your Child Safe

1) Teach children they have the right to say “No,” their body is their own.

2) Teach children to recognize different types of comfortable and uncomfortable touches.

3) Teach children to tell someone they trust. Help children identify those people.

4) Teach children to trust their own feelings about what is comfortable & uncomfortable.

5) Help children discover where their resources are: family, teachers, principals, counselors, trusted friends …

6) Review the three problem solving safety rules:
   a. Say “NO” in a big voice.
   b. Get away to a safe place.
   c. Tell an adult you trust.

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This lesson can be adapted to meet the needs of K-5th grade.

Suggestion: Sample letter to send home before the personal safety and body rights unit is presented. Copy the handout for parents on the back *"Keeping Your Child Safe."*

Dear Parent,

This fall the counselor will present two classroom presentations and discussions about safe and unsafe situations. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in an uncomfortable way. Children are encouraged to remember three main safety rules:

1. **SAY NO IN A LOUD VOICE.**
2. **GET AWAY TO A SAFE PLACE.**
3. **TELL A GROWN-UP WHO CAN HELP.**

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns about the presentation.

Sincerely,

School Counselor

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Suggestion: Sample letter to send home after the personal safety and body rights unit is presented. Copy the handout for parents on the back *"Keeping Your Child Safe."*

Dear Parent,

Today at school your child participated in the first of two classroom presentations and discussions about safe and unsafe situations. The second presentation will take place next week. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in a bad way. Children are encouraged to remember three main safety rules:

1. **SAY NO IN A LOUD VOICE.**
2. **GET AWAY TO A SAFE PLACE.**
3. **TELL A GROWN-UP WHO CAN HELP.**

We also made a list of many people a child can tell, who will help.

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns.

Sincerely,

School Counselor

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Unit 1 Title: Following Personal Safety Rules

Lesson Title: Healthy Touches and Private Touches **Lesson:** 3 of 3

Grade Level: 1

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Role-playing cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits
Who are some adults you can trust? Handout

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

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

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

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify at least 3 adults he/she can trust.
The student will demonstrate how to use the 3 safety rules for 1 role play.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will demonstrate the three safety rules in a role-play.

Lesson Preparation

Essential Questions: How does someone react when they don't feel safe?

Engagement (Hook): Pass out the Safety Rules Sheet and review. Role-play a couple of different situations where students might use these steps.

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the *Safety Rules* from the last lesson. Also, review the meaning of gut feelings or belly button warnings from last lesson. Have students role play related situations.	1. Students listen and share ideas, then role-play situations where they would use the safety rules.
2. The counselor asks students if there are touches people give them that make them feel comfortable, uncomfortable, or confused.	2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused: • **Comfortable** - nice hugs, nice kiss from someone they care about or love, pat on the back, etc. • **Uncomfortable** - hit, kick, pinch, slap, private touch - where your swim suit covers • **Confusing** -tickle, a hug that is too tight, etc.

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3. Lead a brief discussion on what a person can do when they receive an uncomfortable touch. Tell students there is also a touch called "private touches." This is a touch that someone might get in the private part of their body where their swimsuit covers. Show a picture of a boy and girl in their swimsuits.	3. Students review the picture of the children in their swimsuit. If students laugh explain that sometimes students laugh when talking about private areas because it's uncomfortable to talk about sometimes. Don't embarrass the student laughing. There could be a personal reason they feel uncomfortable.
4. Discuss healthy reasons a person might need to touch the private parts of your body (doctor, parents checking a sore or rash, parents bathing, dressing or changing younger children, rashes, putting medicine in a private area of the body). NOTE: Private touches are usually quick touches and always have a purpose.	4. Students share ideas for healthy touches.
5. Remind students that you did share in lesson two that most adults want them to grow up to be happy and healthy, but once in a while there may be someone (adult, teenager, someone their own age) who might do something to make them feel uncomfortable and they need to know what to do. Also, it's not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves.	5. Students listen.
6. Review additional information from the *Personal Safety Presentation to Students* sheet in lesson 2.	6. Students listen and share ideas.
7. Ask students who are some adults you can go to for help if you feel uncomfortable of unsafe? Give students the "*Who Are Some Adults You Can Trust?"* Handout	7. Students will review the handout and the draw in their own person they can trust on the sheet.
8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations. • **Say "No" in a Big Voice!** • **Get away To a Safe Place.** • **Tell someone you trust.**	8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.

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Teacher Follow-Up Activities

The teacher will continue to reinforce the personal safety rules when appropriate in the classroom.

Counselor reflection notes (completed after the lesson)

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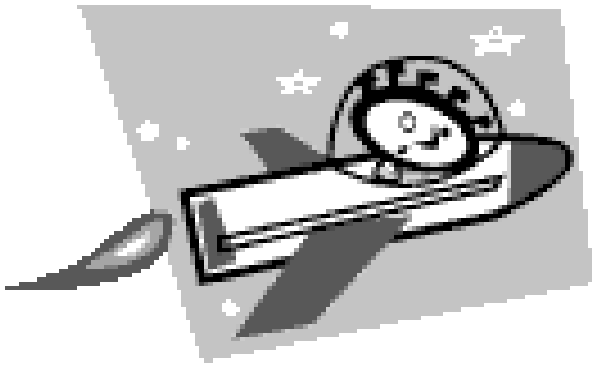
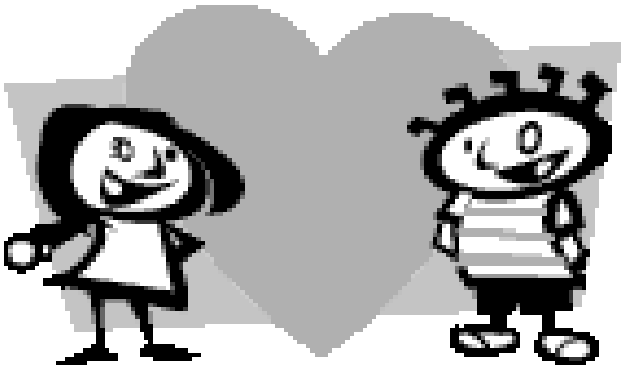
Safety Rules

1. Say "No" in a Big Voice.

2. Get Away to a safe place.



3. Tell Someone You Trust.



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Role Play Cards

A person you don't know very well puts his or her arm around you and it feels uncomfortable.	A classmate pushes you down on the playground.
A person you know puts his or her hand on your leg and it feels uncomfortable.	A family member gives you a hug and it feels comfortable.
Someone is standing too close to you and is talking right in your face.	A student at school hits you.
Make up your own.	Make up your own.

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Who are some adults you can trust?

Grandparents

Doctor or Nurse

Teacher

Mom

Principal

Dad

Girl/Boy Scout Leader

Your ideas…

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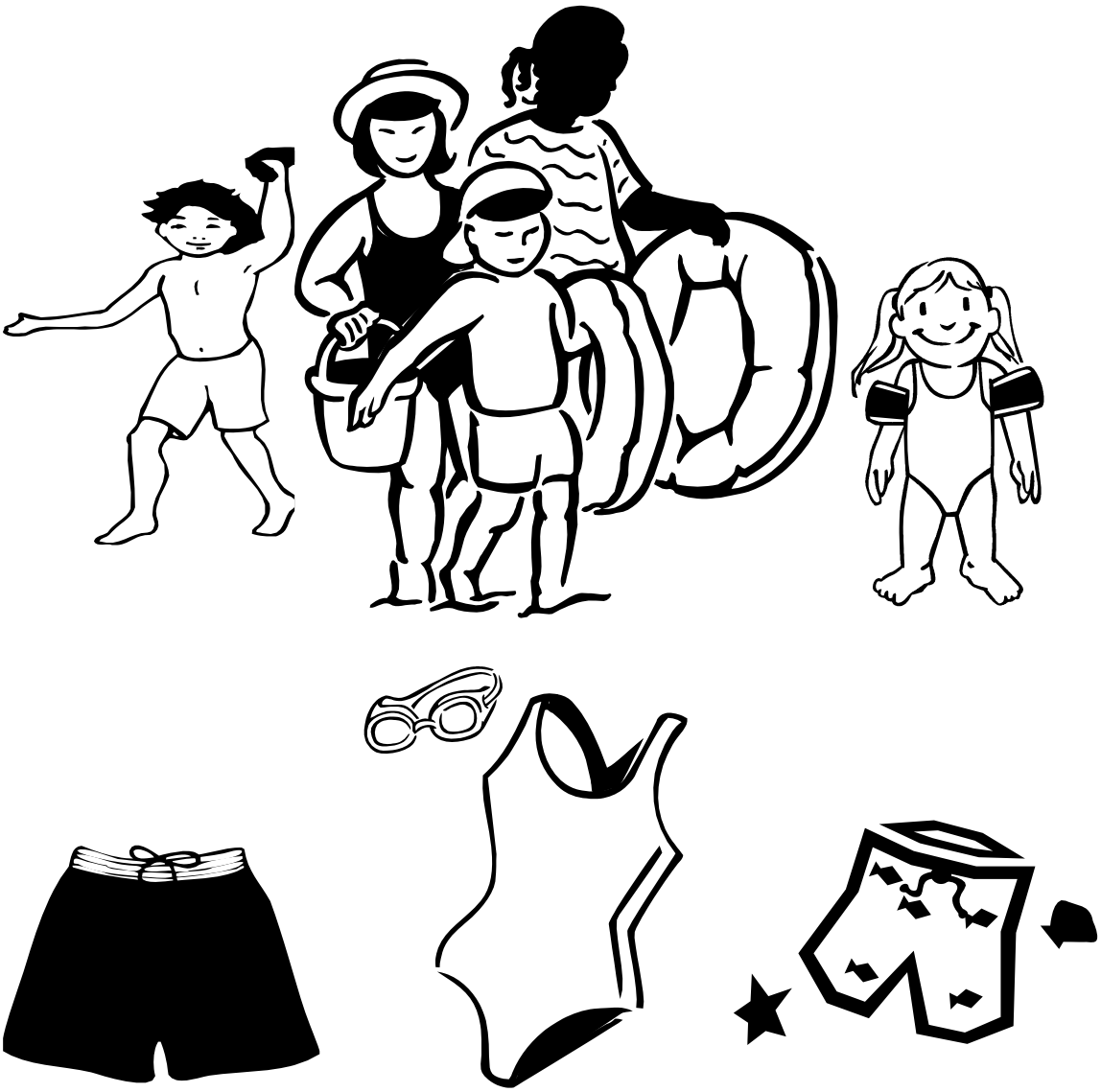
The private parts of your body are where your swimsuit covers.



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Following Personal Safety Rules This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How do you know when you are in danger?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.		PS.3.A.01: Identify steps of problem solving and decision making for personal safety. PS.3.B.01: Identify personal safety strategies.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will identify the 3 problem solving safety rules.		PS.3.A.01			P/SD C	Level 1
3. The student will identify at least 3 adults he/she can trust.		PS.3.A.01			P/SD C	Level 1
4. The student will demonstrate how to use the 3 safety rules for one role play scenario.		PS.3.A.01			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS:
Students will be able to identify the three problem solving safety rules and use them during a role-play.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential ____ Independent study __x__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: How Life-Changing Events Affect My Life **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: The Changing Times of My Life
Materials/Special Preparations Required:
A Year in the Life of a Tree Activity Sheet
My Timeline: Life Changes Story Activity Sheet
Puppets

Lesson 2: The Changing Times of The Future
Materials/Special Preparations Required:
Wish Sheet, Activity Sheet
STAR Problem Solving Chart
Magic wand and cape
Markers, crayons, pencil
Puppet (male or female or both)

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

Grade Level Expectation (GLE):
PS.3.C.01: Recognize the effects of life changes or events related to self. (DOK Level - 1)

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

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

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

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	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is change important?

Unit Measurable Learning Objectives:

The student will identify six life changes he/she has experienced.
The student will draw a picture of one life changing event.

Unit Instructional Strategies/Instructional Activities:

__x__ Direct (Demonstrations; Guided & Shared – Reading, Listening, Viewing, Thinking)
__x__ Indirect (Problem Solving; Reflective Discussion)
__x__ Experiential (Focused Imaging)
__x_ Independent Study (Learning Activity Packages)
__x__ Interactive Instruction (Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to share coping strategies for dealing with change in their life.
1st Lesson - Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.
2nd Lesson – Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

Brief Summary of Unit:
The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to understand change is going to happen in their lives and that it is important to have coping skills or resources to help them handle change.

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Unit #2 Title: How Life-Changing Events Affect My Life

Lesson Title: The Changing Times of My Life **Lesson** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.01: Recognize the effects of life changes or events related to self.

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

Materials (include activity sheets and/ or supporting resources)

A Year in the Life of a Tree Activity Sheet
My Timeline: Life Changes Story Activity Sheet
Puppets

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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	X	Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

Students will identify six life changes he/she has experienced.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete a timeline of life changing events in their life from birth until the present time.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): Show the students a picture of four trees (show it as a picture). The picture is titled: A year in the life of a tree. What is happening in the life of the tree in these four pictures? What is happening in picture 1, 2, 3 and 4? Do we go through changes in our life that affect us like the tree? The students discuss the changes they recognize in pictures. Possible answers: The tree is planted. It grows taller. The tree blooms. The tree looses its leaves each year.
How does the tree's life compare to our life as a human? We are born. We grow taller. Our body changes.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce two puppets. The puppets talk about how life is different for them now in first grade compared to when they were babies.	1. Students respond. They discuss the different changes (bathing, dressing, diapers, eating, crawling, walking, etc.) Parents had to help me bathe. vs. Now I can bathe myself. Parents helped me get dressed vs. Now I can dress myself. I stayed at home/went to daycare. vs. Now I go to school…
2. How did some of these changes affect your life from then until now?	2. Students brainstorm ideas. Possible ideas: I crawled when I was younger. Now I can walk and run. I stayed at home/went to daycare and now I go to school. Other ideas are shared.
3. The puppets say to the students…think about your life changes and brainstorm	3. Students brainstorm and complete their story.

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what they might be. The instructor gives the students a timeline story sheet to complete. Make your own timeline story of the changes you have had in your life so far. 4. After the stories are completed the instructor gives students a chance to share and discuss how each change affected their life.	4. Students share stories and how the life changes affected their life. Examples: a. When I was 4 my little brother was born. I was no longer the youngest in my family. I liked being an older brother. b. When I was 5 I started school. I missed my mom. c. When I was 6 my grandma died. I was sad.

Teacher Follow-Up Activities

The students will share their timeline stories with their teacher. The teacher posts the stories in the classroom or sends them home with the students to share the stories with their parents.

Counselor reflection notes (completed after the lesson)

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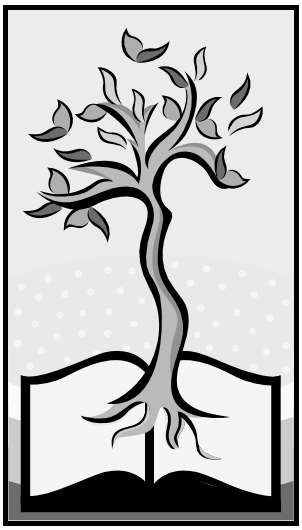
A Year in the Life of a Tree

What changes does a tree go through during the year?

What changes does a tree go through during its lifetime?

1.

2. 

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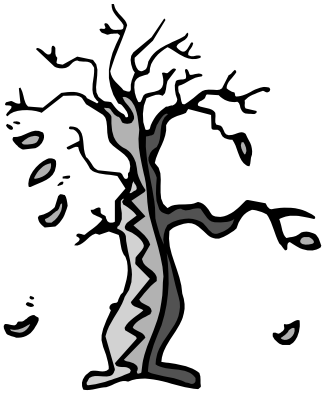
4. 

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My Timeline: Life Changes Story

Write your age at the top of each picture and draw a picture of your life change that happened at that time.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

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Unit #2 Title: How Life-Changing Events Affect My Life

Lesson Title: The Changing Times of The Future **Lesson** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.01: Recognize the effects of life changes or events related to self.

American School Counselor Association (ASCA) National Standard:
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Materials (include activity sheets and/ or supporting resources)

Wish Sheet, Activity Sheet
STAR Problem Solving Chart
Magic wand and cape
Markers, crayons, pencil
Puppet (male or female or both)

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

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

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

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

Students will draw a picture of one life-changing event.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Performance Task: Students will draw a picture of a life-changing event that might happen to them during this next year. They will share their event and how they think it might affect their life. The class will share ideas with the class that might help them handle the event.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): The instructor comes to class with a cape and carrying a magic wand. Wear a hat or a crown. If you are more comfortable you can use a puppet or a picture of a wizard or fairy godmother.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor asks if you were to have a wish for the future what would it be?	1. Students share their wish.
2. Think about your life timelines from last week. What were some of the changes that took place in your life?	2. Students respond.
3. The instructor introduces a puppet friend and says this is Freddie (or Fran) and their wish is to jump one-year into the future to next school year. The instructor steps onto the magic carpet and waves the wand and pretends to help Freddie jump one year into the future. He is now in second grade. What are some of the possible changes that Freddie might face in his life since he is a year older (positive and difficult)?	3. Students share ideas. Possible answers: He might experience some of the following…getting older, new teacher, new baby brother or sister, make a new friend, moving, new pet, learning new math skills, learn how to read better, school is harder, more work, you're smarter, have to miss your favorite shows because you have more homework, changes in his family or friend, more chores at home, etc.
4. The instructor steps back onto the carpet and says let's bring Freddie back to the present.	4. Students listen.

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5. The instructor gives the students a wish sheet for the future. The students are instructed to draw a picture of a wish they have for one year into the future or something they think might happen to them. The instructor may want to show the tree picture from the last lesson to remind students of the changes in a trees life during a year's time.	5. Students will complete the picture.
6. When completed students are asked to bring their pictures and sit down and make a circle around the magic carpet. The counselor introduces a quick problem solving method. Students are given an opportunity to share their picture for the future and how they think the event might affect their life.	6. Students share their ideas. When the students share their ideas the puppet or students come up with ideas on how the student might cope with change using the STAR Problem Solving Model described in step seven. Ideas on how to cope with the change. Example: I will have a new teacher next year. You can work hard and listen then your teacher will think you are a good student. If your math work is harder you can study more. If you make a new friend you will have more friends. You might have more chores so you should get them done faster so you don't have to miss your favorite television shows and your parents would be proud of you.
7. The instructor will use the STAR Model for Problem Solving. This model is used help students brainstorm problem solving ideas and coping strategies for change. Stop – What changing is happening? Think – is this a good thing or a bad thing? Act – What will help me deal with this change? Review – How is this going to affect my life?	7. Students will use the STAR Model with the instructor's guidance when sharing their ideas on the activity sheet.

Teacher Follow-Up Activities

The teacher might want to make a book entitled " Mrs. _____ Class Wishes or Predictions for the Future. Read the book as a class and then put the book in the classroom library.

Counselor reflection notes (completed after the lesson)

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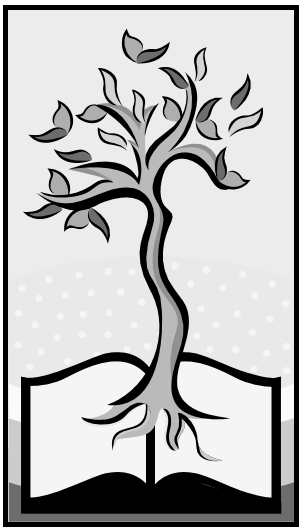
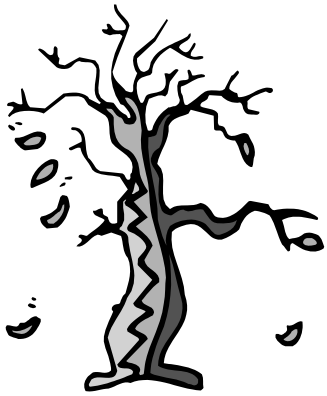
2. 

3.

4. 

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Wish Sheet

Life Changes…My predictions or wish for one year into my future.

Draw a picture of one life-changing event that you think might happen to you during this next year.

My name is _____ I will be _____ years old.

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STAR Model of Problem Solving to help with changes.

Stop

What is the change or event in my life that is happening?

Think

Is this a good thing or a bad thing? What do I need to do?

Act

What will help me deal with this change? Decide and take action.

Review

How is this affecting my life or going to affect my life?

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: How Life-Changing Events Affect My Life The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is change important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify six life changes he/she has experienced.		PS.3.C.01: Recognize the effects of life changes or events related to self.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will draw a picture of one life changing event.		PS.3.C.01			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS*:

Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.

Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

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

	__x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 The Changing Times of My Life Lesson 2 The Changing Times of The Future
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 The Changing Times of My Life Lesson 2 The Changing Times of The Future

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe? **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30-40 minutes each

Best time of year to implement this Unit: anytime

Lesson Titles:

Lesson 1: STAR Deputies

Materials/Special Preparations Required:

STAR Badge for instructor
STAR Badge for each student
STAR Model of Problem Solving worksheet for each student
Dry erase board, smart board, chart paper, other
Markers
Pencils
Drawing materials
Scissors

Lesson 2: STAR Deputies, Unite!

Materials/Special Preparations Required:

STAR Model of Problem Solving (one copy per group OR one per student)
Safety Situations worksheet (cut into strips)

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. (DOK Level - 3)

PS.3.B.02: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 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,

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	workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Unit Essential Questions:

How do our responses affect future events?

Unit Measurable Learning Objectives:

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The student will work within a group to solve one problem from a scenario using the STAR Model.
The student will participate in a group skit demonstrating all four steps of the STAR process appropriately.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping)
_X__ Experiential (Simulations; Role-playing)
____ Independent Study
_X__ Interactive Instruction (Discussion; Cooperative Learning; Structured Controversy)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will work in groups and present a skit on how to solve a variety of safety situations.
Students will demonstrate how our reactions affect future events.

Brief Summary of Unit:
In lesson one; students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will review the STAR method to solving problems.
Students will need basic knowledge of how to work together in groups.

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: STAR Deputies **Lesson** 1 of 2

Grade Level: 2

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety.
PS.3.B.02: Apply personal safety strategies as they relate to different situations.

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

Materials (include activity sheets and/ or supporting resources)

STAR badge for instructor
Copies of worksheet, *STAR Model of Problem-Solving,* for each student
Copies of STAR badge for each student
Dry erase board, Smartboard, chart paper, other
Markers, pencils, drawing materials, scissors

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

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and

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	others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Preparation

Essential Questions: Why do we have problems?

Engagement (Hook): Walk in with a STAR badge on saying that you are the STAR sheriff on problem solving and you need some STAR deputies to make sure people make safe choices.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell students they need to be trained as STAR deputies. Review the *STAR Model of Problem Solving* worksheet. Use an example such as "What would you do if an older kid told you he would beat you up if you didn't give him your lunch money?" to practice using the STAR model.	1. Students answer questions on the Smartboard (or other visual aid)/worksheet.
2. "Now, you are going to practice with a group of deputies." Hand out STAR worksheet.	2. Students get into small groups and each has a different colored marker and a STAR problem solving worksheet.
3. "You are out on the playground and someone gets a cut on his head and is bleeding. What do you do, deputies? Fill in the blanks."	3. Each student contributes to answer the questions.
4. Facilitate a discussion of the playground scenario and methods used to implement the STAR model.	4. Students contribute their answers to the questions.
5. "You have gained your STAR deputy badges." Hand out badge patterns. Allow students to color and cut out their badges.	5. Students color and cut out STAR deputy badges.
6. "Next week, we will role-play solving problems. Are there any questions before we move on?"	6. Students ask appropriate questions.

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with an unsafe situation.

Counselor reflection notes (completed after the lesson)

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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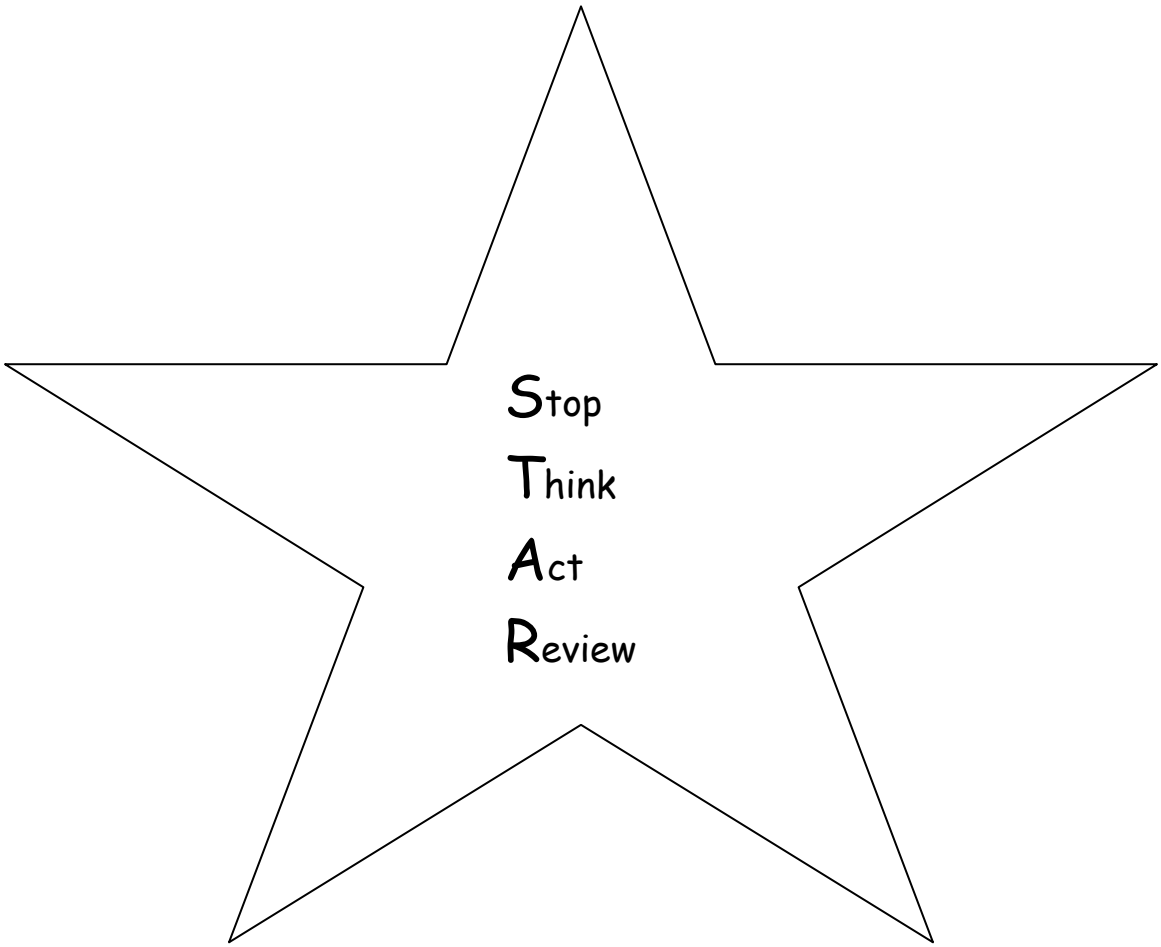
STAR Badge



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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: STAR Deputies, Unite! **Lesson** 2 of 2

Grade Level: 2

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety.
PS.2.B.02: Apply personal safety strategies as they relate to different situations.

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

Materials (include activity sheets and/ or supporting resources)

STAR Model of Problem-Solving (one copy per group or one copy per student)
Safety Situations worksheet (cut into strips)

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will participate in a group skit demonstrating all four steps the STAR process appropriately**.**

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students participate in the performance activity by presenting their skits.

Lesson Preparation

Essential Questions: Why is it important to know how to solve a problem?

Engagement (Hook): "Who earned their STAR deputy badge last week? I need you to unite and solve some situations."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After introducing lesson with hook, divide students into small groups and give each group a safety situation and a *STAR Model of Problem-Solving* worksheet.	1. Students get into groups and read their safety situation.
2. Tell the students that their mission is to solve this safety problem using the STAR model and	2. Groups say, "STAR deputies, unite!"

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act it out with their group. "Are you up to the task?" "If you are say, 'STAR deputies, unite!'"	
3. Counselor checks on each group's progress, giving them a timeline to wrap things up.	3. Groups work together to develop a skit about their safety situation using the STAR problem-solving model.
4. Once groups seem to be finished with their work, allow each to present their skit.	4. Each group presents their skit as the others watch.
5. At the end, thank them for their work. Say, "STAR deputies unite!"	5. Students say, "STAR deputies unite!"

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with situations.

Counselor reflection notes (completed after the lesson)

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Safety Situations

1. You are at home. Your mom is in the shower, and your dad is at work. Someone knocks at the door and says she is delivering a package. What do you do?

2. You and a friend are walking down the street. A car driving by slows down. The driver asks if you have seen a black and white dog. What do you do?

3. A group of friends get together. One person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?

4. You are in the bathroom at school. An older kid starts picking on a younger kid, saying that he is going to hurt him. What do you do?

5. You are on the playground. Another kid is climbing over the fence to get a ball that is rolling close to the street. What do you do?

6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: What Are Safe and Healthy Choices, and How Do I Keep Myself Safe? In lesson one, students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 – 40 minutes each

ESSENTIAL QUESTIONS:
1. How do our responses affect future events?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work within a group to solve one problem from a scenario using the STAR Model.		PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. PS.3.B.02: Apply personal safety strategies as they relate to different situations.			P/SD C. Students will understand safety and survival skills.	Level 3
2. The student will participate in a group skit demonstrating all four steps the STAR process appropriately.		PS.3.A.02			P/SD C	Level 4

ASSESSMENT DESCRIPTIONS:
Students will work in groups and present a skit on how to solve a variety of safety situations.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite!

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: How does one cope with life-changing events? **Grade Level:** 2

Number of Lessons in Unit: 2 **Time Required for each lesson:** 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Stressed Out Sally
Materials/Special Preparations Required
Story- "*Stressed Out Sally*"-one for each student
Blank paper
Pencils
Markers or highlighters

Lesson 2: Sally's Super Day
Materials/Special Preparations Required
Story- *"Sally's Super Day"*-one for each student
Chart paper
Markers

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies

Grade Level Expectation (GLE):
PS.3.C.02: Recognize the effects of life changes or events related to self and others. (DOK Level - 1)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Unit Essential Questions:

Why does life change? What if everything always stayed the same?

Unit Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.
Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Didactic Questions; Guided and Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Reflective Discussion)
_X_ Experiential (Storytelling)
____ Independent Study
_X_ Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share)

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Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students examine and produce examples of what is—and what is not—in their control.
Students will practice showing empathy when others are facing life-changing events.

Brief Summary of Unit:
In lesson 1, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.

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

Students should exhibit an understanding of responsibility and ability to listen to others.

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Unit 2 Title: How does one cope with life-changing events?

Lesson Title: Stressed Out Sally **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):
PS.3.C.02: Recognize the effects of life changes or events related to self and others.

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

Materials (include activity sheets and/ or supporting resources)

Story – "*Stressed Out Sally*" – One copy for each student
Blank paper, pencils and markers or highlighters

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will respond to questions about the story of *"Stressed Out Sally"*.

Lesson Preparation

Essential Questions:
Why does life change? What if everything always stayed the same?

Engagement (Hook):
Sally is having a bad day. She needs your help so tomorrow goes better.
Read *"Stressed Out Sally"* to the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities;**
1. After reading story, ask students what problems Sally had.	1. Students will supply answers.

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2. "Which ones were in her control?" Give each student a copy of *"Stressed Out Sally"* story and have students underline what Sally was in control of, using markers or highlighters.	2. Students will underline things Sally could control.
3. Discuss responsibility and taking responsibility for your actions.	3. Students contribute to discussion.
4. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.	4. Students contribute to discussion.
5. Say to the students, "Let's go back to *"Stressed out Sally"* and rewrite her day so tomorrow will go better."	5. Students will help rewrite *"Stressed Out Sally"* by supplying suggestions to help her day go better.

Teacher Follow-Up Activities

Teachers may question students when they are upset:
"Is it in your control?" "What can you do about it?" "How can you cope?"

Counselor reflection notes (completed after the lesson)

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Stressed Out Sally

Written by Jennifer Boyer

Sally got up late this morning because she forgot to set her alarm clock. She yelled at her mom for not getting her up on time. Since she got up so late, she was not able to eat breakfast before having to get to school. On her way out the door running to the bus, she forgot her homework on the table. Because of this, she had to stay in at recess to finish her homework. When her friend came in from recess, she was angry with Sally because Sally was not outside to play with her. They got into a fight and didn't speak the rest of the day. During lunch, Sally spilled her milk all over herself, got angry, and threw her tray on the floor. When she lined up to go back to class, the boy behind her accidentally bumped into her. Sally got so angry that she punched him in the stomach. A teacher saw this and sent her to the principal's office. Sally was given a detention for fighting. By the time Sally got home, she was very angry. She saw her brother playing with her favorite game and yanked it away and yelled at him. Her father grounded her for a week because of her behavior. At dinner, the family was having meatloaf, and Sally hated meatloaf. She told her mom she hated her for fixing the meatloaf. After dinner, she was sent to her room to finish her homework and think about her day. She had a lot of homework, but did not do it all. She decided to go to bed early.

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Unit #2 Title: How does one cope with life-changing events?

Lesson Title: Sally's Super Day **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):
PS.3.C.02: Recognize the effects of life changes or events related to self and others.

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

Materials (include activity sheets and/ or supporting resources)

Story – "*Sally's Super Day*" (one copy for each student)
Chart paper, markers

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

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

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	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Observe student ability to empathize with others during the activity.

Lesson Preparation

Essential Questions:
How do you cope with life-changing events?
How can you help others in need of support for life-changing events?

Engagement (Hook):
Remember Sally? Your suggestions helped! Here is how her day went yesterday.
Read "*Sally's Super Day*".

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "Remember Sally, the girl who was having the stressed out day? Your suggestions helped! Here is a description of how her day went yesterday." Read "*Sally's Super Day*". The story is included at the end of the lesson.	1. Students listen to the story.
2. Make a chart with two columns. Label one "in control" and label the other one "not in control." Ask students which things Sally is in control of, and which things she is not in control of. List them on the chart in the	2. Students contribute answers.

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appropriate columns. Students can also add other things to the list from their own lives.	
3. We know her grandmother's death was not in her control. What can she do to cope?	3. Students offer suggestions.
4. Discuss listening skills and putting yourself in another's shoes (empathy). Ask students, "What could you do to help Sally today?" Make sure answers are appropriate. Help supply answers as needed.	4. Students think about good things to do/say, and things that would not be helpful.
5. Have students' pair up and practice saying empathic words to Sally. Circulate to make sure they are saying helpful things and are on task.	5. Students practice.

Teacher Follow-Up Activities

Help students learn to empathize when life-changing events arise.

Counselor reflection notes (completed after the lesson)

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Sally's Super Day

Written by: Jennifer Boyer

Sally got up on time and was in a good mood because she had plenty of time to get ready for the day. Her mom was waiting in the kitchen for her with a healthy breakfast. She told her mom, "Good morning," and gave her a big hug. She rode the bus to school and greeted her teacher when she got to the classroom. Since her homework was finished, she got to go outside during recess and play with her best friend. Sally was excited to get to the lunchroom, because they were having tacos, and she liked tacos. She accidentally spilled milk on herself, and asked to go to the restroom to clean up. When lining up, she bumped into the boy in front of her. She said, "Excuse me," but the boy started yelling at her to watch where she was going. He got sent to the principal's office. She went back to the classroom and worked hard to get all her assignments finished so she didn't have any homework. When she got home, she was in a really good mood. Her brother was playing with her favorite game and she joined him. She didn't really like what they were having for dinner, but she ate it politely. After dinner, she helped clean up the kitchen before sitting down to read her library book. As Sally was getting ready to go to bed, the phone rang. It was her aunt, calling to say that her grandmother had died.

What an end to a super day!

What can Sally do now? What would you say to her?

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: How does one cope with life-changing events? In lesson one, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 – 40 minutes each

ESSENTIAL QUESTIONS:
1. Why does life change? What if everything always stayed the same?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least one problem-solving suggestion for a provided scenario.		PS.3.C.02: Recognize the effects of life changes or events related to self and others.			P/SD C. Students will understand safety and survival skills.	Level 1
2. Using Think-Pair-Share, the student will demonstrate the ability to empathize		PS.3.C.02			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS:
1. Students examine and produce examples of what is—and what is not—in their control.
2. Students will practice showing empathy when others are facing life-changing events.

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

	_____ Independent study __x__ Interactive Instruction
1 2	See Lessons**:** Lesson #1: Stressed Out Sally Lesson #2: Sally's Super Day
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons**:** Lesson #1: Stressed Out Sally Lesson #2: Sally's Super Day

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: What Are Safe And Healthy Choices And How Do I Keep Myself Safe? **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Don't Tease Me!

Materials/Special Preparations Required

Work with a classroom teacher to create a scenario in which you tease and pester him/her

Dry erase, SmartBoard or chart paper and markers

Lesson 2: Can You Erase the Damage?

Materials/Special Preparations Required

Large sheet of butcher paper

Marker

Sheet of paper for each student

Tape

Missouri Comprehensive Guidance Standard and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. (DOK Level - 4)

PS.3.B.03: Identify issues that impact personal safety. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.
The student will identify three “kind” things to say to others that will replace the “mean” things the group brainstorms.

Unit Instructional Strategies/Instructional Activities:

_X__Direct (Compare & Contrast; Guided & Shared-reading, listening, viewing, thinking)
_X_Indirect (Reflective Discussion)
_X_Experiential
____Independent Study
_X_Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will provide kind comments to replace mean comments.

Brief Summary of Unit:
In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

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Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The students should demonstrate the ability to articulate their feelings.

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe**?**

Lesson Title: Don't Tease Me! **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.03: Apply effective problem solving, decision-making, and refusal skills to make safe and healthy life choices at school.
PS.3.B.03: Identify issues that impact personal safety.

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

Materials (include activity sheets and/ or supporting resources)

Work with a classroom teacher to create a scenario in which you tease and pester him/her.
Dry erase board, SmartBoard, or chart paper and markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
	Goal 4: Make decisions and act as responsible members of society

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions: What situations cause students to be, or feel, unsafe? How can I make safe and healthy choices at school?

Engagement (Hook): Based on your plan with the cooperating teacher, enter the classroom and begin teasing them. Get in the teacher's personal space, and begin teasing and otherwise pestering the teacher.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. When students act surprised, ask, "What is the problem?"	1. Students watch, and then try to describe what the problem is. Students should be able to answer questions about what they believe the teacher thought and felt during the skit. Did they appear to feel worried, scared, unsafe, etc.
2. Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper.	2. Students brainstorm and offer suggestions.
3. Explain that many times people do things	3. Students listen and discuss why others may

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because they want something (attention, a better seat, to play, to look cool, etc.) but don't always know the best way to handle it. Why do students use these behaviors (those listed from brainstorming)? Write reasons next to the behaviors.	act this way.
4. Ask students if they ever did any of these behaviors and ask for examples. "How did that work for you? Did you get what you wanted?"	4. Students provide examples and answer the questions.
5. "What are other ways to get what you want?" List student responses on board, SmartBoard or chart paper.	5. Students contribute ideas such as: "Tell people how you feel." "Ask for what you want." "Wait your turn," etc.
6. "Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this?" List student responses. "During the next week, practice positive behaviors that we have talked about today. Watch out for those statements or actions that will hurt the feelings of those around you."	6. Students answer counselor questions and offer suggestions. Students agree to practice desired behaviors.

Teacher Follow-Up Activities

Remind students to use appropriate ways to get what they want.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: Can You Erase the Damage? **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.
PS.3.B.03: Identify issues that impact personal safety.

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

Materials (include activity sheets and/ or supporting resources)

Large sheet of butcher paper, marker, sheet of paper for each student, tape

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three "kind" statements to say to others to replace the "mean" comments the group brainstorms.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Observation and ability to define caring comments to say to others.

Lesson Preparation

Essential Questions: Why is it important to treat people the way you want to be treated? Can you ever undo the damage caused by mean words and teasing?
Engagement (Hook): "Today - and today only - you are going to get to say mean things to me without me correcting you. You must use words that are appropriate for school."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Put up large piece of butcher paper. Ask students to say mean things, without using bad words. Write these down on the butcher paper.	1. Students share their mean comments.
2. Talk about the damage words like these can cause in friendship. Discuss how people feel when they hear such negative comments.	2. Students respond to counselor suggestions.
3. "Now, we are going to try to repair the damage. Hand out a sheet of paper to each student and ask him or her to write down something nice to say instead.	3. Students write down kind words on their paper.
4. Ask students to read one of their positive	4. Students share their ideas and tape their

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statements. Once he/she has finished, each student will tape the statement over the mean words on the butcher paper.	written statements on the butcher paper.
5. When all students are finished, talk about how there are still words that can be seen on the paper. "Can you ever erase the damage once the words are out?"	5. Students respond to counselor's question. Students may share times when mean words were said to them and how it felt.

Teacher Follow-Up Activities

Teacher will follow up, asking students to say or write three kind things for each mean or hurtful thing they say to someone.

Counselor reflection notes (completed after the lesson)

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: What Are Safe and Healthy Choices and How Do I Keep Myself Safe? In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is respect important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVE	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.		PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. PS.3.B.03: Identify issues that impact personal safety.			P/SD C Students will understand safety and survival skills.	Level 4 Level 1
2. The student will identify three "kind" things to say to others to replace the "mean" things the group brainstorms.		PS.3.A.03 PS.3.B.03			P/SD C	Level 4 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will provide kind comments to replace mean comments.

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

	___x_ Indirect ___x_ Experiential _____ Independent study ___x_ Interactive Instruction
1 2	See Lessons: Lesson #1: "Don't Tease Me" Lesson #1: "Can You Erase the Damage"
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: "Don't Tease Me" Lesson #1: "Can You Erase the Damage"

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: How Does One Cope With Life Changing Events? **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What to do? What to do? Part One

Materials/Special Preparations Required

Children's book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny.*
Life Changing Situations sheet
Pencils
Chart paper
Markers

Lesson 2: What to do? What to do? Part Two

Materials/Special Preparations Required

Student notes from Lesson 1
Any props necessary for skits
What to Do Solution Sheet –one for each student
Pencils

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies

Grade Level Expectation (GLE):

PS.3.C.03: Identify coping skills for managing life changes or events. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

Unit Essential Questions:

How can I adapt to change?

Unit Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event. The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Guided & Shared-reading, listening, viewing, thinking) _X___ Indirect (Problem Solving; Reflective Discussion) _X___ Experiential (Simulations; Role-playing)

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_____ Independent Study
_X___ Interactive Instruction (Role Playing; Peer Partner Learning; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify at least one emotion associated with life changes. Students will work with group members to demonstrate at least one coping skill utilized in response to one life change scenario.

Brief Summary of Unit:
In small groups, students will work together to determine how to best cope with a life-changing event.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowing what life-changing events are
How to work in groups

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Unit 2 Title: How does one cope with life-changing events?

Lesson Title: What To Do? What To Do? Part One **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.03: Identify coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Children's book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny, Life Changing Situations* sheet (cut into separate situation strips), pencils, chart paper and markers

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and

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	others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event.
The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify at least one emotion associated with life changes. Students will work with group members to determine at least one coping skill utilized in response to a life change scenario.

Lesson Preparation

Essential Questions: How can you cope with a life-changing event?

Engagement (Hook): Read a story about a character who has to deal with frustration or other emotions, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P. J. Funnybunny and the Very Bad Bunny.*

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Discuss examples of life-changing events, using the fictional character as a reference. What was out of the character's control? What could that character control?	1. Students listen and participate in discussion.
2. Divide students into small groups. Give each group a piece of chart paper and a different colored marker. Give each group a life-changing situation slip. They will brainstorm ways to deal with the situation and record responses on the chart paper. Groups will begin preparing a skit to present their ideas to the remaining class members.	2. Students get into groups to read their scenarios and to brainstorm how to handle the situations. If time allows, students may begin developing skits.
3. Circulate around the room ensuring that they are all on task. Warn students when they are close to wrap-up time.	3. Students will continue to formulate plan for coping with a life change scenario and develop a skit to illustrate their ideas.
4. Remind students that they will present their ideas during the next lesson.	4. Students finish up and go back to their seats.

Teacher Follow-Up Activities

Remind students of the things they can – and cannot – control. Work with students to develop effective coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

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Lesson 1 Materials

Life-Changing Situations

1. Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care. **What to do? What to do?**

2. Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents. **What to do? What to do?**

3. Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly. **What to do? What to do?**

4. Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.
What to do? What to do?

5. Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today. **What to do? What to do?**

6. When Josh comes home from school, he finds out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy. **What to do? What to do?**

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Unit 2 Title: How does one cope with life-changing events?

Lesson Title: What to do? What to Do? Part Two **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.03: Identify coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Student notes from Lesson 1, any props necessary for skits, copies of *What to Do Solution Sheet* for each student, pencils

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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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
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer the question "what I learned" for at least two life-changing event scenarios.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will perform skits and record ideas for problem solving in various situations.

Lesson Preparation

Essential Questions:
How can people learn how to cope with a life-changing event?

Engagement (Hook): Review story from last session. "What advice would you give to [the character' name] to make his/her day better?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Remind students that in the last lesson they were given life-changing situations to practice coping skills and problem solving. "Now it is your turn to show how to cope."	1. Students will respond to counselor prompts and prepare to demonstrate their coping skill skits to classmates.
2. Hand a solution sheet to each student and	2. Students prepare for activity.

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explain they will write down ideas for problem solving and coping in life-changing situations as they watch the skits that are presented.	
3. Have each group present skits. Once the group has finished, ask group members what coping skills the skit showed.	3. Student groups present skits. Classmates watch, listen, and record responses.
4. Give each group a power clap after they present. (Count 1, 2, 3 and everybody claps once)	4. Students receive power claps.
5. Discuss with students the notes they made on their solution sheets.	5. Students finish solution sheets and use for discussion.

Teacher Follow-Up Activities

Give feedback to students on their coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

What to Do Solution Sheet

Situation 1: Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care.

What did she do?

_____
_____
_____
_____

Situation 2: Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents.

What did he do?

_____
_____
_____
_____

Situation 3: Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly.

What did she do?

_____
_____
_____
_____

Situation 4: Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.

What did he do?

_____
_____
_____
_____

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Situation 5: Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today.

What did she do?

_____

_____

_____

_____

Situation 6: When Josh came home from school, he found out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy.

What did he do?

_____

_____

_____

_____

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: How Does One Cope With Life Changing Events? In small groups, students will work together to determine how best to cope with a life-changing event. They will plan and present a skit on this situation and make notes on coping skills to use in various situations.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How can I adapt to change?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least one emotion associated with a life-changing event.		PS.3.C.03: Identify coping skills for managing life changes or events.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will work cooperatively to demonstrate at least one coping skill for dealing with a life change scenario.		PS.3.C.03:			P/SD C.	Level 1

ASSESSMENT DESCRIPTIONS*:
Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: What to do? What to do? Part I Lesson #2: What to do? What to do? Part II
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: What to do? What to do? Part I

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices. **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What are bullying and harassment? Part 1

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Lesson 2: What are bullying and harassment? Part 2

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. (DOK Level-4)

PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.
C: Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentation and works 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, questions, and ideas while recognizing the perspectives of others
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purpose and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society and others 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	1. Structures of, functions of, and relationship among human body systems. 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use.)
	Fine Arts	

Unit Essential Questions:

How do you respect yourself and others?

Unit Measurable Learning Objectives:

The student will answer and review ten true and false questions about bullying. The student will identify the type of bullying in one scenario and develop two solutions for the scenario.

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Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Demonstrations; Guided and Shared-reading, listening, viewing, thinking)
___ Indirect
_X_ Experiential (Surveys)
_X_ Independent Study (Learning Logs; Reports; Research Projects; Assigned Questions)
_X_ Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use the STAR problem solving method to solve a bullying scenario.

Brief Summary of Unit:
Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. They will use the STAR problem solving method to solve real life scenarios.
Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will review the STAR method to solving problems and the "Say No" method of dealing with dangers. Students will need basic knowledge of how to work together in groups.

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: What Are Bullying And Harassment? Part 1 **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet (for Lesson 2)
Star Model of Problem Solving sheet (for Lesson 2)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems

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	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
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer and review the ten true and false questions about bullying.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a *What is Bullying?* Survey and notes on bullying.

Lesson Preparation

Essential Questions: Why is bullying a problem?

Engagement (Hook): Students receive a *What is Bullying?* Survey to complete at the beginning of the class.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Session 1 1. Counselor hands out the *What is Bullying?* Survey and gives students a few minutes to complete.	**Session 1** 1. Students complete the survey.

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2. Counselor distributes *What is Bullying?* Note-Taking worksheet.	2. Students look at the *What is Bullying?* Note-Taking worksheet.
3. Counselor first asks students to give their definitions or examples of what a bully is and then she/he shows the supplied definition.	3. Students take notes.

4. Counselor follows up with each of the other definitions:
• Target
• Witness/Reporter
• Harassment
• Types of bullying
  o Physical
  o Emotional
  o Verbal
  o Sexual
	4. Students take notes on each of the definitions given.

5. Counselor wraps up the class by looking at the survey and going over it to see if students have changed their minds about their answers.	5. Students review survey answers and discuss the correct answers.
6. Counselor collects the survey and note-taking worksheets and keeps them for the second lesson.	6. Students turn in their survey and note-taking worksheets to the counselor.

Teacher Follow-Up Activities

Use information from the *What Is Bullying?* materials when needed to address issues in the classroom.

Counselor reflection notes (completed after the lesson)

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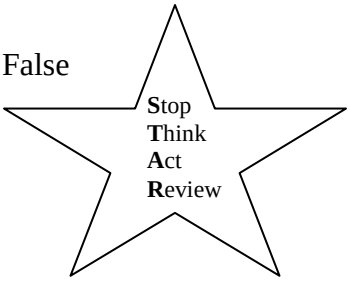
Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

1. Bullying is just teasing.	True	False
2. Some people deserve to be bullied.	True	False
3. Only boys are bullies.	True	False
4. People who complain about bullies are just babies.	True	False
5. Bullying is a normal part of growing up.	True	False
6. Bullies will go away if you ignore them long enough.	True	False
7. All bullies have low self-esteem.	True	False
8. When you tell an adult when you are being bullied, that is tattling.	True	False
9. The best way to deal with a bully is by trying to get even or fighting.	True	False
10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks.	True	False



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What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment

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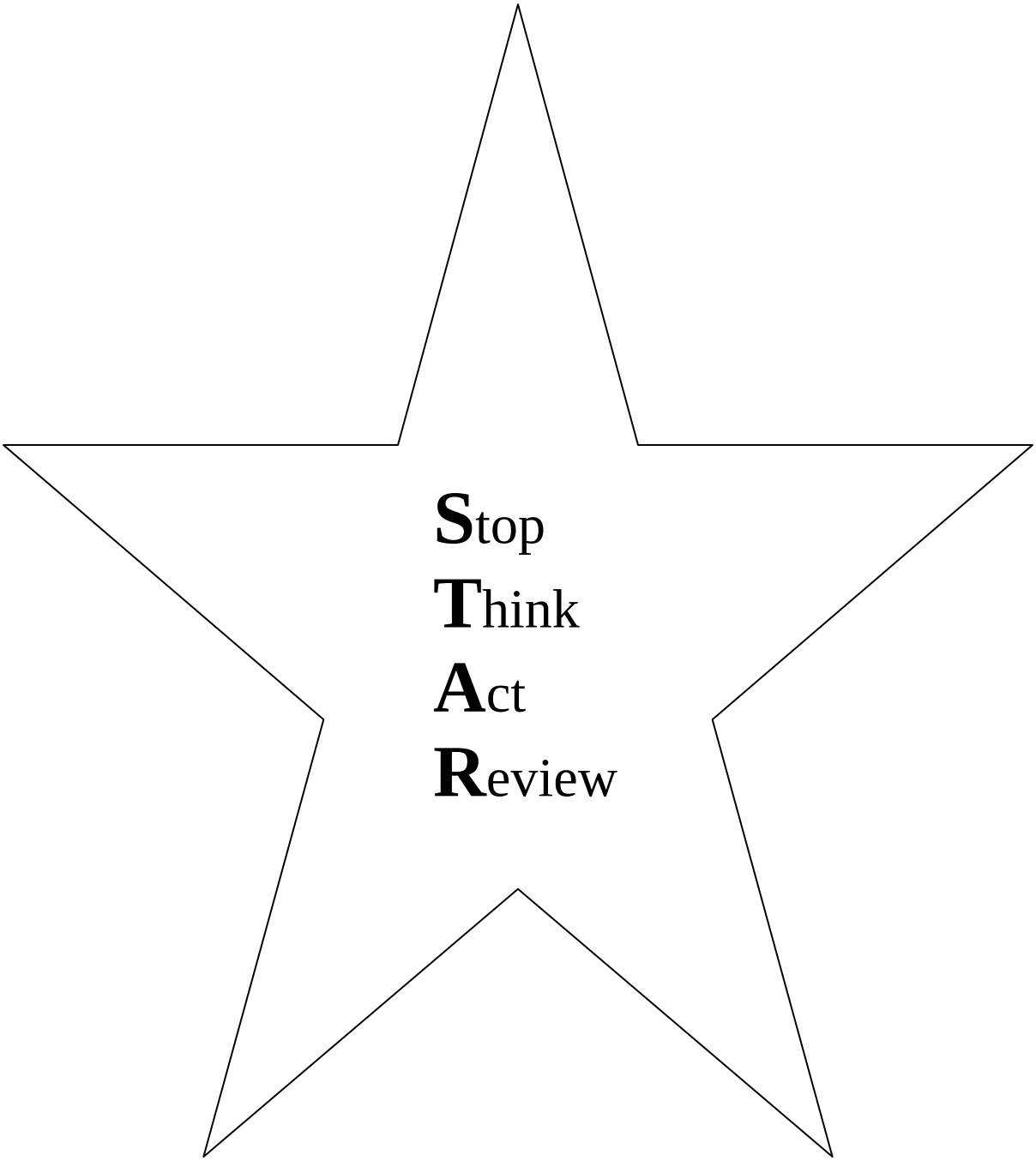

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Student Safety Rules:

Words to Remember

Say NO!

Get Away!

Tell!

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Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.

2. No one asks to be hurt, and bullying is intentional hurting.

3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.

4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.

5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.

6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.

7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.

8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.

9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.

10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

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Definitions:

Bully: People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

Witness/Reporter: A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

Physical bullying: When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *"Sticks and stones can break your bones, but words can break your heart."*

Emotional bullying: This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

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Scenarios for group discussion

1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.	2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."
3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.	4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.
5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.	6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: What are bullying and harassment? Part 2 **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

What is Bullying? Survey (from Lesson 1)
What is Bullying Note-Taking worksheet (from Lesson 1)
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key and *Definitions* sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify the type of bullying in one scenario and develop two possible solutions for the scenario.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will participate in a question and answer activity, and do a report on a bullying scenario.

Lesson Preparation

Essential Questions: How can bullying be eliminated?

Engagement (Hook): Remind students what they learned about bullying during the last session. Ask students the essential question: How can bullying be eliminated?

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out the notes from the first session and asks students to look over them. Counselor explains that the students will be dividing into small groups of 3-4 people and each group will receive a scenario of a real life situation. The group will then: • Decide what kind of bullying is happening in that scenario. • Decide on two ways the person/people in the story could handle the bully and the situation.	1. Students will look at their notes and surveys as the counselor reviews the information.
2. Counselor will introduce or review the STAR problem solving method from a previous lesson.	2. Students review or learn STAR problem solving method.
3. Counselor divides students into small groups and gives each group a scenario to read and discuss.	3. Students move into small groups. They decide who will report on the scenario, who will tell about the type of bullying that is occurring in the scenario, and who will share their solutions.
4. Give groups have 15 minutes to read and discuss scenarios.	4. Groups read and discuss the scenarios.
5. Groups are called back to order and they have one representative tell about their scenario, one tell about what kind of bullying is happening and why they think that, and one who explains the two solutions they came up with for the situation.	5. Groups give their reports to the entire class.
6. Counselor can wrap up by having students share what they have learned about bullying and a strategy that they liked that they plan to try.	6. Students respond.

Teacher Follow-Up Activities

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Counselor reflection notes (completed after the lesson)

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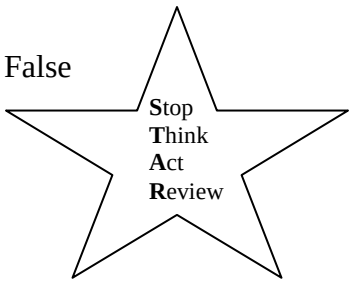
Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

1. Bullying is just teasing.	True	False
2. Some people deserve to be bullied.	True	False
3. Only boys are bullies.	True	False
4. People who complain about bullies are just babies.	True	False
5. Bullying is a normal part of growing up.	True	False
6. Bullies will go away if you ignore them long enough.	True	False
7. All bullies have low self-esteem.	True	False
8. When you tell an adult when you are being bullied, that is tattling.	True	False
9. The best way to deal with a bully is by trying to get even or fighting.	True	False
10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks.	True	False



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What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment

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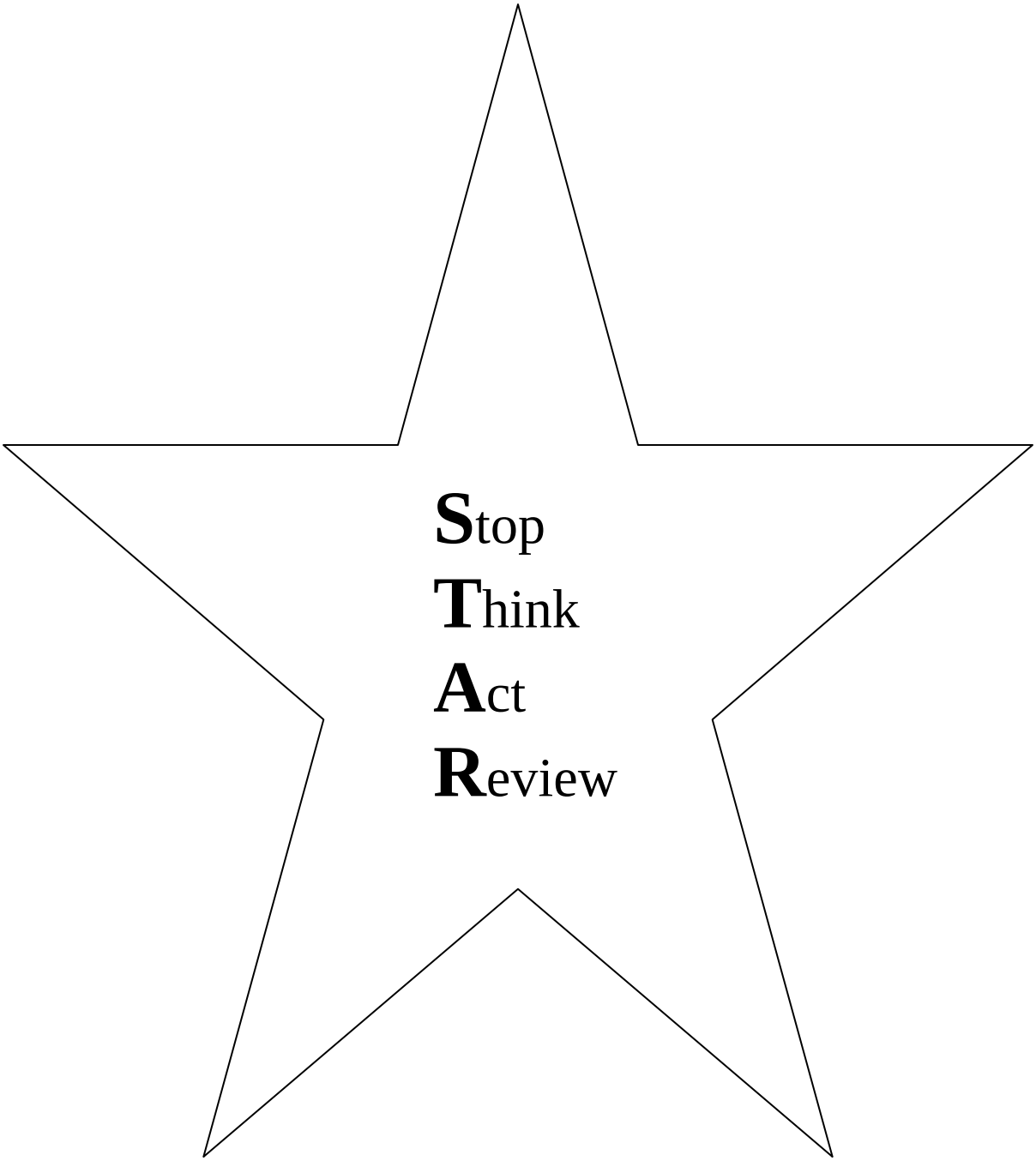

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Student Safety Rules:

Words to Remember

Say NO!

Get Away!

Tell!

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Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.

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3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.

4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.

5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.

6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.

7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.

8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.

9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.

10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

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Definitions:

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Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

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Scenarios for group discussion

1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.	2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."
3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.	4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.
5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.	6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Keeping Myself Safe By Making Safe and Healthy Choices. Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 90 minutes each
ESSENTIAL QUESTIONS: 1. How do you respect yourself and others?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will answer and review ten true and false questions about bullying.		PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. PA.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.			P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C. Students will understand safety and survival skills.	Level 4 Level 3
2. The student will identify the type of bullying in one scenario and develop two solutions for the scenario.		PS.3.A.04 PA.3.B.04			P/SD B. P/SD C.	Level 4 Level 3

ASSESSMENT DESCRIPTIONS:
Students will use the STAR problem solving method to solve a bullying scenario.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
	See Lessons:
1	Lesson #1: What are Bullying and Harassment? Part 1
2	Lesson #2: What are Bullying and Harassment? Part 2
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
	See Lessons:
1	Lesson #1: What are Bullying and Harassment? Part 1
2	Lesson #2: What are Bullying and Harassment? Part 2

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 2 Title: How Does A Person Cope With Life Changing Events? **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Conflict Mediation Part 1: Getting ready
Materials/special preparations Required:
What is Conflict? Graphic Organizer
Three Different Approaches to Conflict Worksheet
Mediation Do's and Don'ts Activity Sheet
Communication Pyramid for Mediation Activity Sheet
Chart paper
Markers, Pencils
Post it notes

Lesson 2: Conflict Mediation Part 2: Practice.
Materials/special preparations Required:
Mediation contract
Student handouts from Lesson 1
Peer Mediation Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Utilize coping skills for managing life changes or events. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B. Students will make decisions, set goals and take necessary action to achieve goals
C. Students will understand safety and survival skills

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

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	2. Develop and apply strategies based on ways others have prevented or solved problems.
	Goal 4: Make decisions and act as responsible members of society and others

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

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

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.
The student will serve as a mediator to work through one mediation and complete the mediation contract.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Lecture; Drill & Practice; Guided and Shared-reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
_X_ Experiential (Simulations; Role-playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.

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Brief Summary of Unit:
Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need basic knowledge of how to work together in groups.

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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Conflict Mediation – Part 1: Getting ready **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Exhibit coping skills for managing life-changes or events.

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

Materials (include activity sheets and/ or supporting resources)

What is Conflict? Graphic Organizer
Three Different Approaches to Conflict Worksheet
Mediation Do's and Don'ts Activity Sheet
Communication Pyramid for Mediation Activity Sheet
Chart paper
Markers
Pencils
Post it notes

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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		grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will contribute at least one idea to the concept map and class discussion.

Lesson Preparation

Essential Questions: How is conflict resolved?

Engagement (Hook): Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Session 1	**Session 1**
1. The counselor will act as the mediator and help the students mediate their argument.	1. Two students will enter the classroom arguing loudly.
2. Counselor will ask the class to explain what they just saw.	2. Students will explain what they observed.
3. The counselor will distribute all handouts and ask students to brainstorm “What is conflict?”	3. Students will look through the handouts and begin to brainstorm answers to “What is conflict?”

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4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.	4. Students will generate various conflict scenarios and discuss appropriate responses.
5. Counselor will present the *Mediation Do's and Don'ts* and the *Communication Pyramid*.	5. Students will discuss the *Mediation Do's and Don'ts* and look at the *Communication Pyramid*.
6. Counselor will end the session letting students know that next time they will actually role-play practice mediation.	6. Students will understand that next session they will be doing an actual mediation practice session.

Teacher Follow-Up Activities

Students will share the *Mediation Do's and Don'ts* with their teacher. Students will practice the skills learned to resolve conflicts.

Counselor reflection notes (completed after the lesson)

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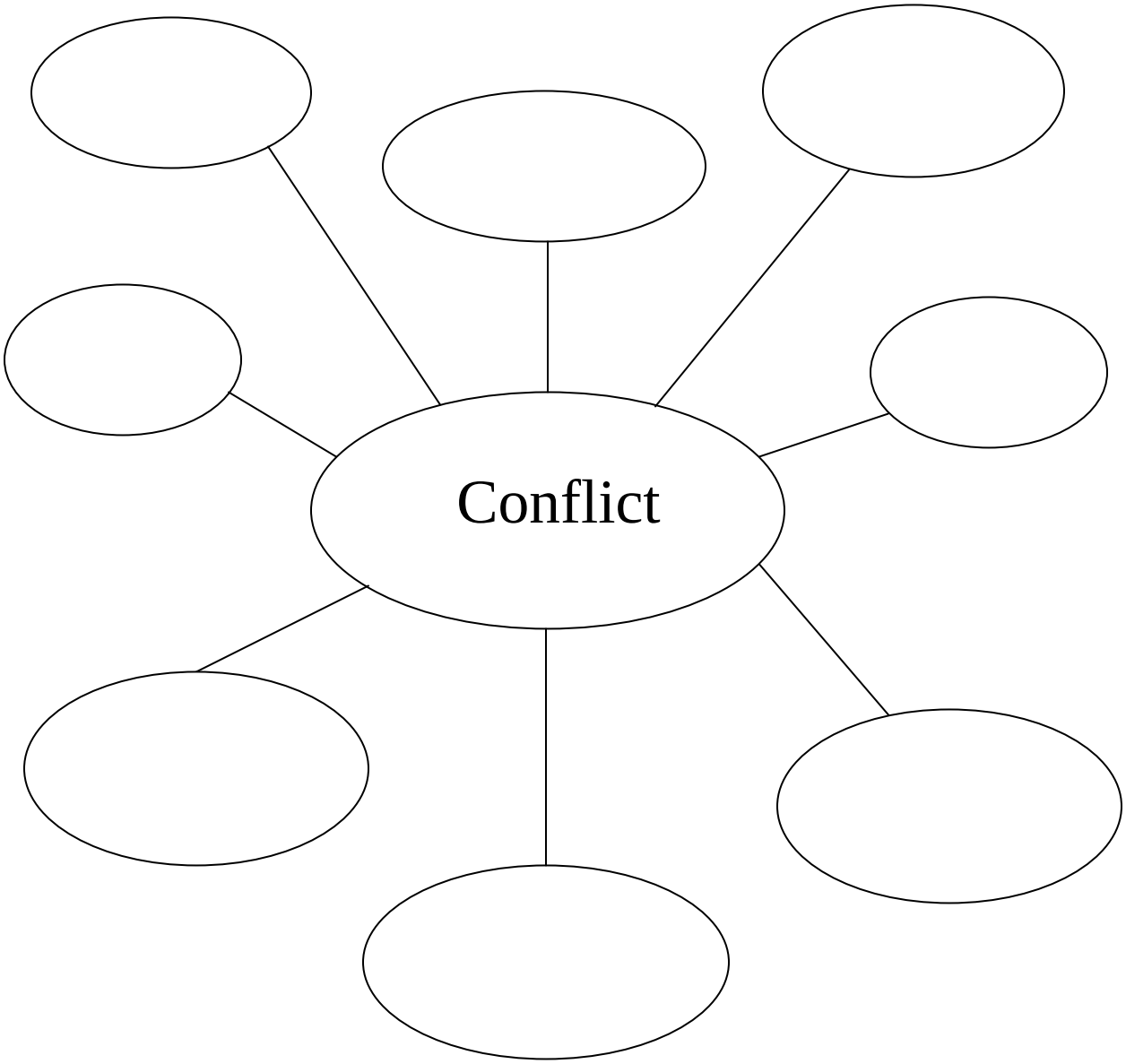
What is Conflict?



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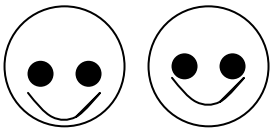
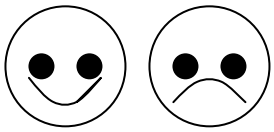
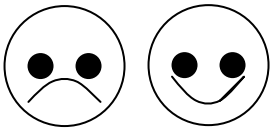
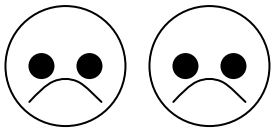
Adapted from the work of Thomas Gordon, Parent Effectiveness Training materials.

 WIN – WIN Both people get what they want Conflict solved	 WIN – LOSE Person 1 gets what he/she wants but person 2 does not Conflict NOT solved
 LOSE – WIN Person 1 does not get what he/she wants and person 2 does Conflict NOT solved	 LOSE – LOSE Neither person gets what he/she wants Conflict continues

<u>Three Approaches to Conflict</u>

Aggressive

Passive

Assertive

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Mediation Do's and Don'ts

1. Do listen carefully.	**Don't take sides.**
2. Do be fair.	**Don't tell them what to do.**
3. Do ask how each feels	**Don't ask who started it.**
4. Do let each one state what happened.	**Don't try to blame anyone for the situation.**
5. Do treat each person with respect.	**Don't ask, "Why did you do it?"**
6. Do keep what you are told confidential.	**Don't give advice.**
7. Do mediate in private.	**Don't look for witnesses.**

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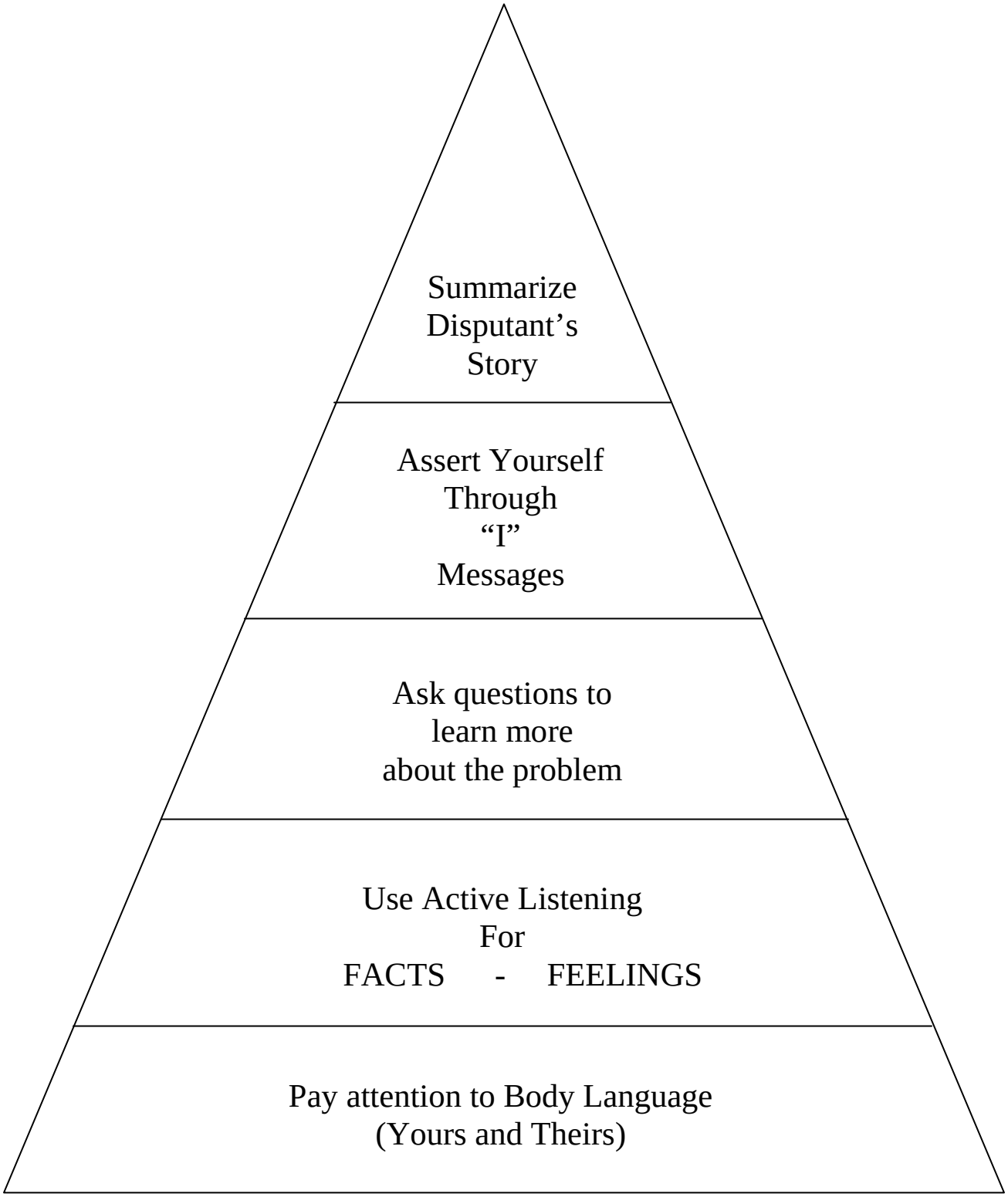
Communication Pyramid For Mediation



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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Conflict Mediation - Part 2: Practice **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Utilize coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Mediation contract
Student handouts from Lesson 1
Peer Mediation Worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will serve as a mediator to work through one mediation and complete the mediation contract.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will divide into small groups and perform the mediation process, taking turns as mediators and disputants.

Lesson Preparation

Essential Questions: How does a person cope with life-changing event?

Engagement (Hook): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor reviews handouts from Lesson 1 going over the concepts of mediation.	1. Students discuss and review the handouts.
2. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants.	2. Four students volunteer to participate in the class role-play based on scenario generated in Lesson 1.
3. Counselor directs students to choose one of the class generated problem scenario from Lesson 1.	3. Disputants select their conflict and the peer mediators' look over their *Peer Mediation* Worksheet, deciding who will take what parts and who will be the scribe.
4. Counselor observes the role play adding	4. Students present the mediation role-play.

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comments and support as needed.	
5. Counselor leads discussion on what went well and what were problems with the mediation.	5. Students discuss the mediation. What went well and what problems they perceived.
6. Students are divided into small groups to practice mediation in their groups. Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.	6. Students divide into small groups of 4-5 to role-play their own mediations. Each group does two mediations allowing each student to be a mediator and a disputant.
7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.	7. Students do two role-plays and then return to the large group to discuss their experiences.

Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

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Peer Mediation Worksheet

1. **Introductions:** "I am _____." "I am _____ and we are peer mediators." "Do you want to solve this problem with us, or with the teacher?"

2. **Get the names of the disputants and write them in the Solutions section below**.

3. **Rules:** "In order to solve the problem with us you must agree to the following rules:"
   1. Be respectful of others; no name-calling or put-downs.
   2. Speak in turn; no interruptions.
   3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** ("What is the problem and how does it make you feel?")_____
_____
_____
_____

5. Solutions: ("What do you want from the other disputant? What can you do to solve the problem?")

Disputant's name:	Disputant's name:

6. Agreement (Who?, What?, When?, Where?, How?):

_____**(disputant's name) agrees to:**

_____

_____

_____

_____**(disputant's name) agrees to:**

_____

_____

_____

Date: _____

Sign: Disputant: _____ Disputant: _____

Mediator: _____ Mediator: _____

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: How Does A Person Cope With Life Changing Events? Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
1. Why is respect important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute at least one idea to the concept map and class discussion.		PS.3.C.04: Utilize coping skills for managing life changes or events.			P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C. Students will understand safety and survival skills.	Level 3 Level 3
2. The student will serve as a mediator to work through one mediation, and complete the mediation contract.		PS.3.C.04			P/SD B. P/SD C.	Level 3 Level 3

ASSESSMENT DESCRIPTIONS*:
Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.

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

	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?

Materials/special preparations Required:

- *Definitions* handout
- *STAR* poster
- *Student Safety Rules* poster
- SMART board, white board, or other electronic media
- Markers
- Paper and pencil for each student

Lesson 2: How Much Does Smoking Really Cost?

Materials/special preparations Required:

- *Tobacco Survey* activity sheet for each student
- *The Cost of Habits* activity sheet for each student
- A completed *The Cost of Habits* sheet using information the counselor looked up in advance
- Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website
- SMART board, white board, or other electronic device
- Markers and writing materials
- *Tobacco Survey Answer Key*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. (DOK Level - 4)

PS.3.B.05: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Personal/Social Development: Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society and others 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Unit Essential Questions:

Why should I show self-respect?

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Unit Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.
The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Unit Instructional Strategies/Instructional Activities:

_x_ Direct
_x_ Indirect
_x_ Experiential
_x_ Independent Study
_x_ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will present their findings to the whole group through a group reporting method.

Brief Summary of Unit:
Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.
Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will review the *STAR* method to solving problems and the "Say No" method of dealing with dangers. Students will need basic knowledge of how to work together in groups.
Students need knowledge of the use and abuse of legal/illegal drugs.

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Dealing with Peer Influence: What Are Bullying and Harassment? **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

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

B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Definitions handout
STAR poster
Student Safety Rules poster
SMART board, white board, or other electronic media
Markers
Paper and pencil for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, or visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.

Lesson Preparation

Essential Questions: Why is it important to think for myself?

Engagement (Hook): Counselor will open with a scenario from the news or a TV show or movie that deals with negative peer influence. Then the counselor will have the students brainstorm suggestions on what could have been done and then he/she will tell the students what actually happened.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will present a real life scenario from the news, a movie or a TV show as an opening. He/she will have students brainstorm possible solutions and consequences for the negative behavior.	1. Students will listen and discuss what the consequences are for the negative behavior described.
2. Counselor will review the definitions of bullying and harassment with students. Counselor will have students discuss how peers influence them both positively and negatively.	2. Students will review the definitions of bullying and harassment and discuss how peers influence them.
3. Counselor will have students brain storm scenarios where peers influence them both currently and looking at possible influences in middle school. Counselor will list these on the SMART board, white paper, or other electronic device.	3. Students will brainstorm scenarios where peers influence them now and what they see as possible problems in middle school. These ideas will be listed on a visual display or chart.
4. Counselor will divide students into group of three to five students. Each group will pick at least two scenarios to discuss and present solutions to. Counselor will provide *Student Safety Rules* poster and *STAR* poster for students to use.	4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions. Students will use *Student Safety Rules* poster and *STAR* poster.
5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation.	5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.

Teacher Follow-Up Activities

The teacher will review the student-generated solutions to the scenarios students.

Counselor reflection notes (completed after the lesson)

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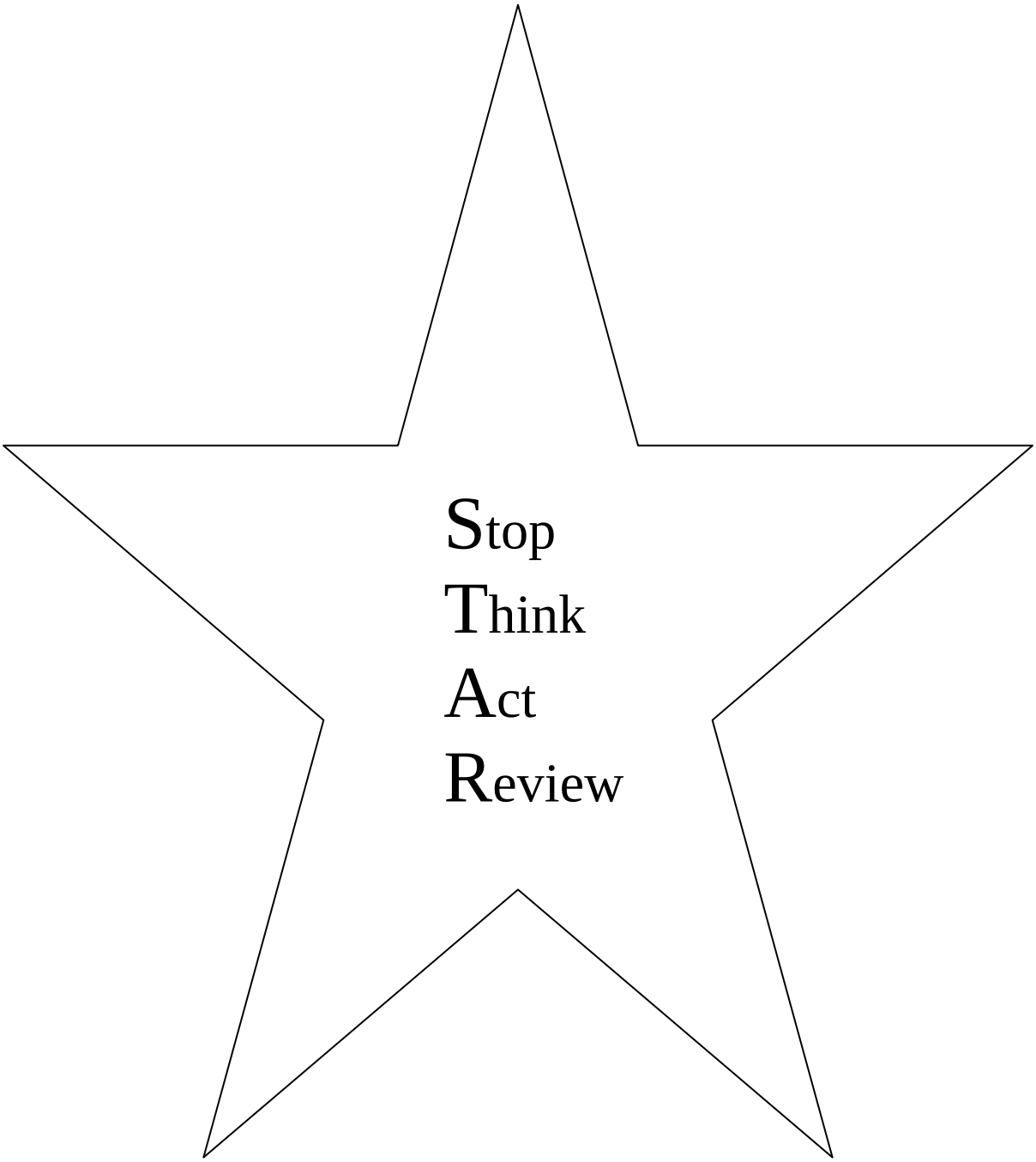

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Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

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Definitions:

Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as week or just different.

Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical Bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal Bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *"Sticks and stones can break your bones, but words can break your heart."*

Emotional Bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual Bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: How Much Does Smoking Really Cost? **Lesson** 2 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Tobacco Survey activity sheet for each student
The Cost of Habits activity sheet for each student
A completed *The Cost of Habits* sheet using information the counselor looked up in advance
Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website
SMART board, white board, or other electronic device
Markers and writing materials
Tobacco Survey Answer Key

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
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. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will present their findings and share what they would do with the money they save by not smoking. They will also share ways to “Say No” to tobacco use.

Lesson Preparation

Essential Questions: How do unhealthy habits affect your future?

Engagement (Hook): Counselor will open class by asking kids what their future plans are. Who is interested in sports? Who is interested in dance? How many plan to eat wisely and exercise? Then he/she will hand out a True/False survey on smoking/tobacco facts.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will hand out *Tobacco Survey*. Students get 5 minutes to take the survey	1. Students will discuss their future plans with the counselor and then fill out the *Tobacco*

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and then the information will be discussed.	*Survey*.
2. Counselor will hand out a tobacco fact sheet (or set of sheets) and have students read and discuss the facts. Counselor will touch on: • Forms of tobacco • Body systems effected • Addictiveness • Cost	2. Students will read through the fact sheet and answer questions asked by the counselor.
3. Counselor will show or project a completed *The Cost of Habits* worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.	3. As a group, students will complete their *The Cost of Habits* activity sheet with information on the cost per cigarette and per carton. They will then look at cost per day, week, and year.
4. Counselor will then have students team up with a partner and discuss what they can do with the money they can save annually by not smoking.	4. Students will discuss their ideas with partners.
5. Counselor will have students share their ideas of how to spend their money. They will also share ways to resist peer influence and commercials.	5. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.

Teacher Follow-Up Activities

The teacher will review tobacco survey and student ideas.

Counselor reflection notes (completed after the lesson)

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Tobacco Survey

1. The drug in tobacco is called nicotine.	**True**	**False**
2. Nicotine is as addictive as heroin.	**True**	**False**
3. Over 400,000 people die annually from smoking cigarettes.	**True**	**False**
4. Cigarettes contain over 4,000 chemicals.	**True**	**False**
5. Over 40% of all children in the US live in a household where at least one person smokes.	**True**	**False**
6. Smokeless tobacco is more addictive than cigarettes.	**True**	**False**
7. Addiction to cigarettes often leads to other forms of drug addiction.	**True**	**False**
8. Smoking is especially dangerous for teens.	**True**	**False**
9. People who smoke make great athletes and dancers**.**	**True**	**False**
10. Smoking makes you look more grown up.	**True**	**False**

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Tobacco Survey Answer Key

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger then stated on the survey.

Numbers 9 and 10 are both false. Have the students discuss why they are false. Answers can include something about limited lung capacity needed by dancers and athletes and what characteristics grown-ups have. Is holding a cigarette something that makes you look grown up?

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Name: _____ Date: _____

The Cost of Habits

Directions: The counselor will provide information on the cost for each habit per day, week, month, and year. Students will compare health costs and the monetary costs during each of the time periods.

Tobacco Costs	**Per Day**	**Per Week**	**Per month**	**Per Year**
Cost Per Cigarette Health Costs				
Monetary Costs				
Cost Per Pack Health Costs				
Monetary Costs				
Cost Per Carton Health Costs				
Monetary Costs				
Healthy Habit Costs #1_____ Health Costs				
Monetary Costs				
Cost Healthy Habit #2_____ Health Costs				
Monetary Costs				

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

Grade Level/Course Title: Gr 5 / PS3-Gr5-Unit1 Course Code: Personal/Social Development

UNIT DESCRIPTION: Keeping Myself Safe by Making Safe and Healthy Choices Students will look at peer influences in various situations, and use problem-solving strategies to avoid violent situations. Students will look at the cost of using cigarettes, both on their bank account and their health, and then look at what they would rather spend that money on that would be healthy and make them happy.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
1. Why should I show self-respect?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.		PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. PS.3.B.05: Apply personal safety strategies as they relate to different situations.			P/S B: Students will make decisions, set goals and take necessary action to achieve goals. P/S C: Development: Students will understand safety and survival skills.	Level 4 Level 4
2. The student will calculate the cost of smoking cigarettes compared to two healthy habits.		PS.3.A.05 PS.3.B.05			P/S B P/S C	Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will present their findings to the whole group through a group reporting method.

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

	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment? Lesson #2: How Much Does Smoking Really Cost?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment? Lesson #2: How Much Does Smoking Really Cost?

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 2 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1:Using I-Messages
Materials/special preparations Required:
I-Message worksheet handout
Scenarios cards
I-Message sheet displayed on SMART board, white board, or other electronic media

Lesson 2: Coping or Copping Out?
Materials/special preparations Required:
SMART board, white board, or other electronic media
Coping vs. Copping Out? Worksheet
Writing utensils

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experiences in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions

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

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

Unit Essential Questions:

What are safe and healthy choices?

Unit Measurable Learning Objectives:

The student will write at least one I-statement.
The student will respond to three scenarios with appropriate coping strategies and solutions.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct
__X__ Indirect
__X__ Experiential
____ Independent Study
__X__ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will present possible I-Messages for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Brief Summary of Unit:
Lesson 1: Students will discuss what makes up an *I-Message* and then will be presented with scenarios and discuss one or more ways to answer the situation using *I-Message*. They will also look at passive, aggressive, and assertive behaviors and present *I-Message* for each situation.
Lesson 2: Students will discuss life-changing events and provide coping and copping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with

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them and present the results to class.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have a basic understanding of anatomy and body systems.
Students will need basic knowledge of how to work together in groups.

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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Using I-Messages **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

I-Message worksheet
Scenario cards
I-Message displayed on SMART board, white board, or other electronic media

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving

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X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will complete the *I-Message* worksheet to each student, discussing each part.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will fill in the *I-Message* worksheet.

Lesson Preparation

Essential Questions: How do I show respect for myself and others?

Engagement (Hook): Counselor opens by asking students "Why is it important to feel good?" and then discusses with students how we can let others know when we don't feel good.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out the *I-Message* worksheet to each student, discussing each part.	1. Students participate in the discussion.
2. Counselor discusses things to avoid when making *I-Messages.*	2. Students discuss what I-statements look like and how they are used.
3. Counselor gives students time to fill in the *I-Message* worksheet.	3. Students practice writing sample I-statements.
4. Counselor has students share their I-statements.	4. Students share their examples.
5. Counselor has students brainstorm scenarios and then come up with I-Messages that can be used in those situations.	5. Students brainstorm scenarios and then share I-Messages that can be used in each situation.

Teacher Follow-Up Activities

The teacher posts the *I-Messages* sheets in the classroom and reminds students to use the I Statements when interacting with others.

Counselor reflection notes (completed after the lesson)

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I-Messages

_____, **I feel**

Name

_____

Feeling word

When _____

Situation

because _____

Reasons Why

_____

_____

Examples:

+ "Samantha. I feel **happy** when you **listen to me** because **you are important to me."**

- " Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I'm not allowed to hit you back."**

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Coping or Copping Out? **Lesson** 2 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

SMART board, white board, or other electronic media
Coping vs. Copping Out? Worksheet
Writing utensils

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experiences in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives,

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will respond to three scenarios with appropriate coping strategies and solutions.

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 and present coping skills for various life changing events in a small group situation.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events?

Engagement (Hook): Direct the class to follow directions without speaking. Ask the class to *Stand Up If*: You have lost a pet. You have lost a relative. You have moved to a new house. Tell the class that today we are going to talk about coping with these events.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor opens session with *Stand Up If* activity above.	1. Students respond.
2. Counselor gives the definition of coping as working through difficulty in positive ways. Copping out can be defined as giving up without really trying. An example of coping might be when the teacher is absent and the class has a substitute. The substitute may do or say things differently from the teacher, but the class deals with it to make it through the	2. Students listen.

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day in a positive way.	
3. Counselor divides the class into groups of four or five and passes on the *Coping vs. Copping Out* worksheet. As a group, students will give alternatives and consequences for each decision and present their results to the class.	3. Students move to groups. Students review, discuss, and develop possible alternatives and consequences on their problem (*Coping vs. Copping Out* worksheet) and present to the class.
4. Counselor lists suggestions on the chart paper.	4. Students meet and present.
5. Counselor concludes with a discussion reviewing the various ways to respond to life changing events.	5. Students participate in the review.

Teacher Follow-Up Activities

Teacher will review some of the coping strategies suggested on the chart paper. The chart will be posted in the classroom to review during stressful situations in the future.

Counselor reflection notes (completed after the lesson)

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Coping vs. Copping Out?

If you were facing the following situations, how would you cope?

1. A rumor was spread at your school that was not true and the people that you thought were your friends stopped talking and playing with you.

Coping vs. Copping out solution:

_____

_____

2. In the middle of the year, your parents move to another house and you have to transfer to another school.

Coping vs. Copping out solution:

_____

_____

3. A close relative is ill and dies.

Coping vs. Copping out solution:

_____

_____

4. Your parent's work hours change. Since they work afternoons, you can no longer participate in the activities with your peers.

Coping vs. Copping out solution:

_____

_____

5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

_____

_____

6. Your parents announce that you will have a new or adopted sister or brother soon.

Coping vs. Copping out solution:

_____

_____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Keeping Myself Safe by Making Safe and Healthy Choices Students will discuss what makes up an *I-Message* and then will be presented with scenarios and discuss one or more ways to answer the situation using *I-Messages*. They will also look at passive, aggressive, and assertive behaviors and present *I-Messages* for each situation. Students will discuss life-changing events and provide coping and copping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
What are safe and healthy choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write at least one *I-Message*.		PS.3.C.05: Evaluate various coping skills for managing life changes or events.			P/S C: Development: Students will understand safety and survival skills.	Level 4
2. The student will respond to three scenarios with appropriate coping strategies and solutions.		PS.3.C.05			P/S C	Level 4

ASSESSMENT DESCRIPTIONS*:
Students will present possible I-Messages for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	_x___Direct _x___Indirect _x___Experiential _____Independent study _x___Interactive Instruction
1 2	See Lessons: Lesson #1: Using *I-Messages* Lesson #2: Coping vs. Copping Out?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Using *I-Messages* Lesson #2: Coping vs. Copping Out?

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Decisions, Decisions, Decisions! **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout

8th Grade Lesson # 3: If It's to Be, It's Up to Me

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 2)

PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 4)

PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. (DOK Level 2)

American School Counselor Association (ASCA) National Standard:

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Personal/Social development C: Students will understand safety and survival skills.

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

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Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision-making steps.

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
__X__ Experiential (Role Playing)
_____Independent Study
__X__ Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

Brief Summary of Unit:
Students will review problem solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: Opportunity Knocks, But It Costs, Too! **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

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

Materials (include activity sheets and/ or supporting resources)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. 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
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision making steps.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution.

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Lesson Preparation

Essential Questions: How do I make effective decisions?

Engagement (Hook): The facilitator asks students, "How many of you have made a decision today?" Students will be asked to share some of the decisions they have made. The instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above questions with the above acknowledgement.	1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day.
2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make come with a cost. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., **to visit my friends before school or look over my notes for a social studies test first hour**). Ask students what the possible cost might be with each potential decision.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor will have students review the problem solving steps they have learned in the elementary grades (See *Steps to Effective Problem Solving* handout).	3. Students will review the steps of problem solving with the instructor.
4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the Smart board, dry erase board, or other visual display (See *Steps to Effective Decision Making* Handout).	4. Students will listen intently.
5. The instructor will discuss each step in	5. Students will participate in class discussion,

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detail, using the situation: **to visit my friends before school or look over my notes for a social studies test first hour.** Students will be reminded that they need to think about their interests and feelings, as well as the feelings and interests of others. Students will also be reminded that brainstorming and asking others for advice is helpful to get a good list of alternatives. The instructor will also emphasize that the ability to project possible outcomes is a key to taking risks. Students will need to know their own risk-taking limits, particularly where a friendship or relationship may be endangered.	applying the decision-making steps to the scenario provided and addressing their interests and feelings as well as those of others.
6. The instructor will write the following scenario on the board: **You are invited to a movie with your best friend. Two days later, a person with whom you have wanted to have a friendship asks you to go to a party with him or her on the same night. You need to make a decision about what you are going to do.** Students will be asked to write a reflective piece on how they would utilize the decision-making steps to resolve the situation, listing possible alternatives as well as the potential costs to them based on the decision they make.	6. Students will write a reflection piece on how they would utilize the decision-making steps to resolve the provided situation, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution, listing potential costs based on the decision they make.

Teacher Follow-Up Activities

Students will be asked to share their narratives out loud, if they like. The instructor will observe that not all students will decide upon the same solution and that is okay.

Counselor reflection notes (completed after the lesson)

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STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.

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STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: To Give In or Not to Give In—That Is the Question! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

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

Materials (include activity sheets and/ or supporting resources)

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Role-Play Situations handout

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	1. 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
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

The lesson will be assessed by counselor observation of students' participation in class role-playing activities**.** Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

Lesson Preparation

Essential Questions: Why is it hard to say no?

Engagement (Hook): The facilitator poses the question, "Why is it so hard for adults and children alike to say NO?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above question which leads to a discussion. If necessary, the instructor can assist by asking, "If I say no to you, will you still like me?" Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.	1. Students respond to the above question.
2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.	2. Students will respond to the question and engage in the discussion.
3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say "No," but may find it hard to because of peer pressure.	3. Students listen intently.
4. Students will be divided into pairs or small groups. Each group will be given the *Role-Play Situation* student handout. Students are also given the opportunity to create their own role-play situation.	4. Students will role-play the situations, either from the *Role-Play Situation* student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying "No."
5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told "No?" b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said "No?" Students will be encouraged to practice role-play situations at home with family or friends.	5. Students participate in the discussion and role playing.
6. Students will be asked to write a reflection piece on their experience with the role-play.	6. Students will write a reflection piece on their experience with the role-play.

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Teacher Follow-Up Activities

Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

Counselor reflection notes (completed after the lesson)

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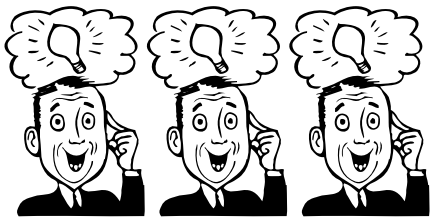

STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.

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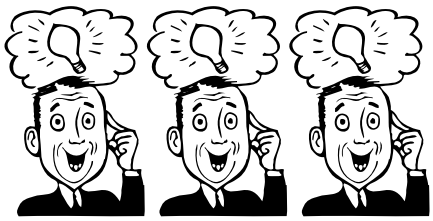

STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.

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ROLE-PLAY SITUATIONS

Roles: Student & Teacher
Situation: The student asks to use the bathroom.

Roles: Student & Teacher
Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students
Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students
Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child
Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child
Situation: Parent & Child
Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students
Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child
Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students
Situation: Two students are walking home from school when one of the students offers the other a cigarette.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: If It's to Be, It's Up to Me! **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.

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

Materials (include activity sheets and/ or supporting resources)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box"
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. 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
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate the six steps to effective problem solving in response to one problem scenario presented by the counselor.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem solving and refusal skills**.**

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Lesson Preparation

Essential Questions: Why can it be hard to make decisions?

Engagement (Hook): The facilitator poses the following three brief scenarios and after each one asks the group, "What would you do?"

A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be the last one to try it. You do not want to smoke marijuana. What will you do?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated "Pandora's Problem Box".	1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in "Pandora's Problem Box".
2. The instructor reviews problem solving steps and decision-making steps with students (See *Steps to Effective Problem Solving and Steps to Effective Decision-Making* handouts).	2. Students will participate in a review of the problem solving steps and decision-making steps.
3. The instructor passes "Pandora's Problem Box" around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the SMART board, dry erase board, or other visual.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the visual display under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, "What would you do? What do you think is the most	5. Students will offer input as to what they believe is the most helpful or effective

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helpful solution?" Students are asked to vote on the best solution. 6. The instructor places an asterisk by the class's choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of the most effective solution. These are placed in a 3-ring binder. Other volunteers are sought to design the display panel of the 3-ring binder (Solution Book). 7. Repeat steps 3-5 for each problem pulled out of "Pandora's Problem Box" as time allows.	solution by voting on their perceived "best" solution. 6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the "Solution Book."

Teacher Follow-Up Activities

As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem solving, decision-making and refusal skills development:

1. **A popular group of students are harassing a particular student every day after school. You don't think it's fair. What can you do to help?**
2. **Your friend's father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend?**

Once a month, a new problem can be pulled from "Pandora's Problem Box" to review the skills taught in this lesson.

Counselor reflection notes (completed after the lesson)

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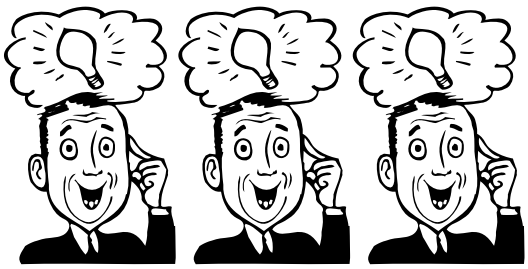

STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
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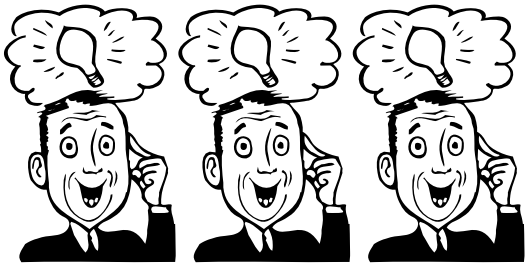

STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.

2. Brainstorm possible choices.

3. List the possible outcomes.

4. Make a decision.

5. Look at the results and make a new decision if possible or necessary.

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Decisions, Decisions, Decisions! Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection to solve one problem by outlining each of the decision making steps.		PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. PS.3.A.07: Utilize effective problem-solving, decision-making, and			P/S D C: Students will understand safety and survival skills.	Level 2 Level 4

		refusal skills needed to make safe/healthy choices in social situations. PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.				Level 2
2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2

ASSESSMENT DESCRIPTIONS:

Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills**.**

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

2 3	7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
 1 2 3	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! 7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 2 Title: Risky Business **Grade Level:** 6, 7 and 8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 min

Best time of year to implement this Unit: Any time.

Lesson Titles:

6th Grade Lesson 1: Caution: Thin Ice!

Materials/Special Preparations Required

Story *Caution: Thin Ice*
List of *Risky behaviors*
RISKO Template
Buttons, M & M's, cereal, or other Bingo markers
SMART board, dry erase board, or other visual display

7th Grade Lesson 2: Putting on Armor

Materials/Special Preparations Required

Stories: *EMS Code Blue!* and *My Friend Shelbi*
Photocopied brick for each student

8th Grade Lesson 3: Ready to Remain Safe

Materials/Special Preparations Required

Personal Safety Plan Template
Story: *Where Are My Friends Now?*
List of *Risky Behaviors*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

PS.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)
PS.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)
PS.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

	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.

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X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations .6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors. The student will determine one skill, tool, or person that will separate him or her from risky

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behaviors.
The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided and Shared-reading, listening, viewing, thinking)
_X_Indirect (Case Studies, Concept Formation, Concept Mapping)
_X_Experiential (Games, Role-playing)
____Independent Study
_X_Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Personal Safety Plan.

Brief Summary of Unit:
Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

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Unit 2 Title: Risky Business!

Lesson Title: Caution: Thin ice! **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.

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

Materials (include activity sheets and/ or supporting resources)

Story: *Caution: Thin Ice!*
Smart board, dry erase board, or other visual display
RISKO Template
List of *Risky Behaviors*
Buttons, M & M's, cereal, or other Bingo markers

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors

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	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify ten risky behaviors.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete the RISKO template, listing 24 risky behaviors.

Lesson Preparation

Essential Questions: What are unsafe behaviors and how can they affect your life?

Engagement (Hook): The facilitator reads the story *Caution: Thin Ice*!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reads the story *Caution: Thin Ice* and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.	1. Students listen to story and respond with comments or questions.
2. The instructor facilitates brainstorming of a list of unsafe behaviors and adds additional unsafe behaviors from the list of *Risky Behaviors* if necessary. The instructor then lists the behaviors on SMART board, dry erase board, or other-visual display and leads a discussion about why the behaviors are risky.	2. Students brainstorm unsafe behaviors.
3. Instructor gives out RISKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.	3. Students fill out RISKO template.
4. Instructor randomly chooses behaviors to “call” as students play the Bingo game.	4. Students play RISKO.

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Teacher Follow-Up Activities

Students will be asked to write a short narrative about what they have learned about risky behaviors.

Counselor reflection notes (completed after the lesson)

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Caution: Thin Ice!

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake and he quickly read a sign that said "CAUTION: Thin ice!" "Surely that was for spring", he thought, "it's safe now." After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father's warnings about the lake's quick thaws, he remembered the sign… "Hey, Jimmy! Hurry up!" he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn't go back. He couldn't go forward…..

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RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

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Unit 2 Title: Risky Business!

Lesson Title: Putting on Armor **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.B.07: Develop strategies to maintain personal safety.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Story *EMS!*
Story *My Friend Shelbi*
A photocopied *brick* for each student

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine one skill, tool, or person that will separate him or her from risky behaviors.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will discuss risky behaviors and skills, tools or people that will separate them from risky behaviors.

Lesson Preparation

Essential Questions: How can we stay safe? Where can I find help to stay safe?

Engagement (Hook): The facilitator reads the story *EMS Code Blue*!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reads the story *EMS Code Blue!* and prompts, "What would you do?" Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads *My friend Shelbi* and again asks students, What would you do?	1. Students listen to stories and respond with comments or questions.
2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems and shares how students may access resources.	2. Students discuss seeking physical vs. mental health assistance and why society sometimes views them differently.
3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios: *You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you*	3. Students act out the roles provided by the instructor.

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handle the situation? *You are hanging around outside a liquor store. Your friends dare you to ask someone to buy alcohol for you. What do you do?*	
4. Instructor passes out the "bricks." The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: "I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors".	4. Students fill out the bricks with the one thing they believe is most likely to stop them from participating in risky behaviors.
5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.	5. Students defend their choices as protection from risky behaviors.

Teacher Follow-Up Activities

Using the students' bricks, the instructor will construct a bulletin board with the title "Building a Wall Against Risky Behaviors". Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possible without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

Counselor reflection notes (completed after the lesson)

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~

EMS Code Blue

[Counselor dramatizes an event where a student is physically injured] "Oh no! Help, please help! My friend is hurt! Call the paramedics quickly….or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she's not responding. If we don't get help soon, she may die!"

What would YOU do?

~

My Friend Shelbi

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] "I'm really upset! My friend, Shelbi, came to talk to me yesterday. She's been really depressed lately. I don't know why. It seems like she has everything…great looks, a starter on the basketball team, all the kids like her…

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy…never really sad…everything was sort of nothingness. She said she really didn't see the purpose of it all.

I didn't tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I'm afraid if we don't help her soon, she may commit suicide.

What would YOU do?

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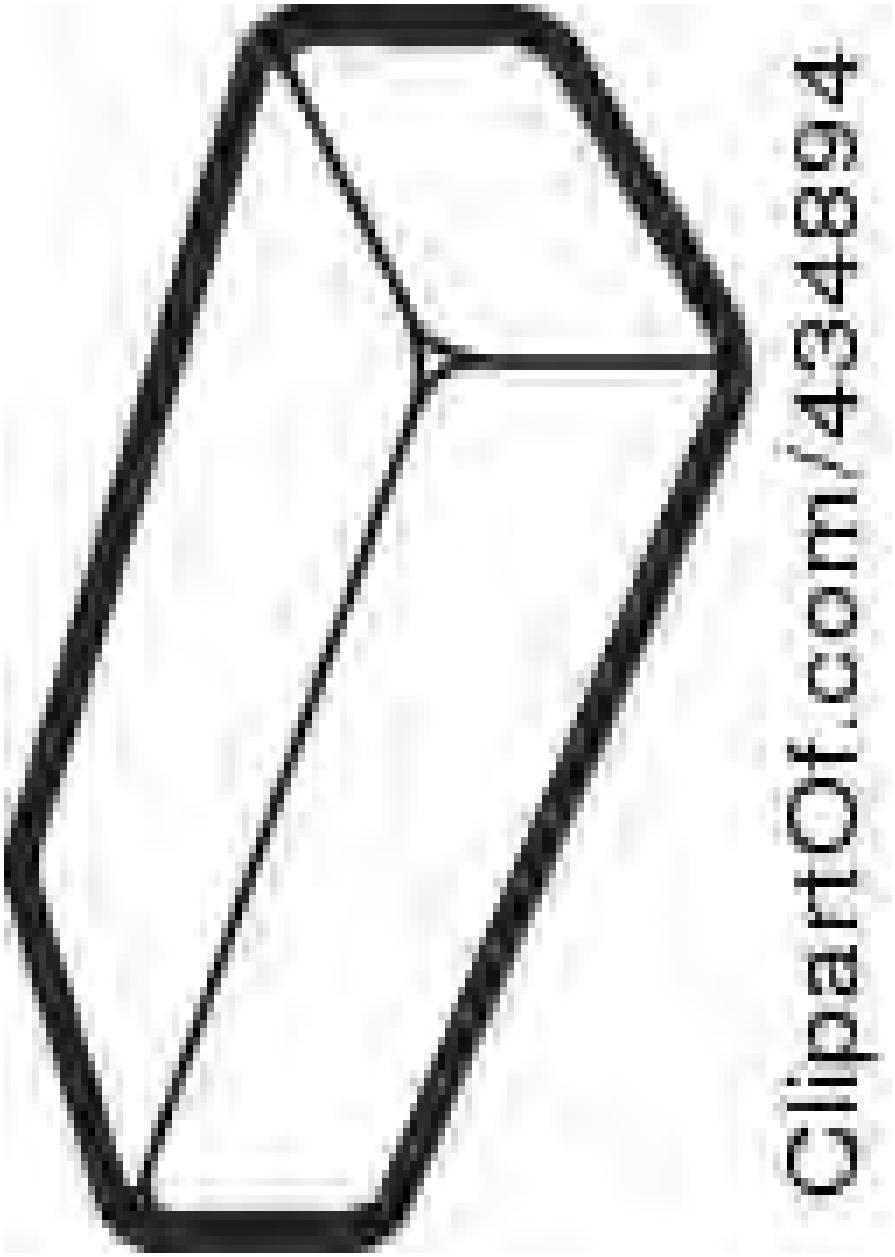
Brick



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Unit 2 Title: Risky Business!

Lesson Title: Ready to Remain Safe **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.B.08: Apply strategies related to personal safety issues.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Story *Where are My Friends Now*?
List of *Risky Behaviors*
Personal Safety Plan Template

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.

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X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a personal safety plan including at least one stressor and one coping strategy.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will review risky behaviors and create a Personal Safety Plan.

Lesson Preparation

Essential Questions: What do you need to know to keep yourself safe?

Engagement (Hook): The facilitator reads the story *Where are my friends now*?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor reads the story *Where are my friends now*? and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group,	1. Students listen to story and respond with comments or questions.

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etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?	
2. Counselor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.	2. Students review risky behaviors and discuss positive and negative consequences.
3. The counselor encourages students to give examples of where they would go for help to resist or overcome risky behaviors. Discuss how students may access resources.	3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district's referral list.
4. Counselor passes out the *Personal Safety Plan* template and facilitates student discussion and interaction as the students create their plan.	4. Students create a *Personal Safety Plan* to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.
5. Counselor asks student volunteers to define and defend their plan.	5. Students explain and defend their plans.

Teacher Follow-Up Activities

Individual plans are kept in the students' portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

Counselor reflection notes (completed after the lesson)

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Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumbles for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, "Come on, don't be such a drag, Little Miss Goody Two Shoes." So to nix that awful nickname she had to join in….now she couldn't quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn't been successful in getting any job that paid more than minimum wage. If only she hadn't listened to Kirk! "Come on, sweetie. Quit school and marry me. I'll take care of you."

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

It all seemed so depressing. Cassie just wasn't sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better… a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany, Kirk and the gang. She never saw them anymore…but her choices because of them had left a lasting mark.

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MY PERSONAL SAFETY PLAN

NAME:_____

I recognize my stressors! Things or situations that stress me include:

_____

_____

Things I have learned help me to alleviate stress are: _____

_____

_____

I will use_____ as my wall against risky behaviors.

My ultimate career goal is to _____

Things that might hinder my ability to reach that goal include: _____

_____

_____

Ways I can remain focused on reaching my goal include: _____

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

Student Signature

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RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.
Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.
Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.
Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What does safety mean to me?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten risky behaviors.		PS.3.B.06: Identify behaviors that compromise personal safety of self and others. PS.3.B.07: Develop strategies to maintain personal safety. PS.3.B.08: Apply strategies related to personal safety.			P/S D C: Students will understand safety and survival skills.	Level 2 Level 3 Level 4
2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

3. The student will complete a personal safety plan including at least one stressor and one coping strategy.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Students will complete a Personal Safety Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	_____ Problem Solving __X___Case Studies (Ls. 1, 2) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __X___ Concept Formation (Ls. 2) __X___Concept Mapping (Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __X___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations __X__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X___ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 3 Title: It's Life… Deal With It! **Grade Levels:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

- Index Cards
- Small file box for each student
- Writing Utensil
- SMART board, dry erase board, or other visual display
- *Steps for Reacting to Stress* Handout

7th Grade Lesson 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

- *Your Choice* Handout
- SMART board, dry erase board, or other visual display
- Writing Utensil

8th Grade Lesson 3 Life … Bring It On!

Materials/Special Preparations Required:

- Scissors, glue, markers
- Magazines
- Poster board
- Counselor Collage of their Coping Skills

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)
PS.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)
PS.3.C.08: Evaluate coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.

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	8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?

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Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
_X__ Indirect (Problem Solving; Reflective Discussion)
_____ Experiential
_X__ Independent Study (Reports; Learning Activity)
_X__ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Steps in the decision-making process.

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Unit 3 Title: It's Life… Deal With It!

Lesson Title: The Hope to Cope: Coping Skills **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.06: Review and revise strategies to cope with life-changing events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Index Cards
Small file box for each student
Writing Utensil
SMART board, dry erase board, or other visual display
Steps for Reacting to Stress Handout

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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	5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Students will reflect on the positive and negative coping strategies.

Lesson Preparation

Essential Questions: How does one weigh the value of positive and negative coping skills in life situations?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that

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experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress, this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say "no" when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.	1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.
2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out *Steps for Reacting to Stress* Handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a plus (+) sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.	3. Students will follow the instructor's directions.
4. The instructor processes the responses with the students, writing these questions on the visual display and asking the students: a)	4. Students will listen and engage in discussion.

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How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help would you look for to assist and support you?	
5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that have have been negative ways of coping with stress. The following questions will guide the discussion: a) What does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?	5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.

Teacher Follow-Up Activities

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

Counselor reflection notes (completed after the lesson)

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STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Go over the list a second time and circle the reactions that best describe your usual way to cope with stress.

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?
  How many pluses?
  How many minuses?

- What do you need to do to lower the number of minuses as your usual coping skills?

- What kind of help would you look for to assist and support you?

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

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Unit 3 Title: It's Life… Deal With It!

Lesson Title: Lean Mean Coping Machine! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.07: Apply coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Your Choice Handout
SMART board, dry erase board, or other visual media
Writing Utensil

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

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	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Student comprehension will be assessed by observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

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Lesson Preparation

Essential Questions: "How do you go about making important decisions?"

Engagement (Hook): The instructor will engage students in discussion of the following questions:

"What determines how important a decision is?"

"How would you rely on your coping skills to help you deal with the pressure of making important decisions?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor will give the students a copy of the *Your Choice* Handout and ask them to choose five of the ten that they consider to be the most important.	1. Students choose the five decisions they consider to be the most important.
2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.	2. Students rank decisions in order of priority.
3. Instructor invites volunteers to share their ideas and justify their reasoning.	3. Students volunteer to share their ideas and defend their choices.
4. The instructor then asks students to consult their personal card file of coping skills (from 6th grade) to find which skills they applied during this activity.	4. Students decide which skills they used in the activity and match with the decisions they chose.

Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don't participate. However, you really don't want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

Counselor reflection notes (completed after the lesson)

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Your Choice

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision # Reasons that the decision is important for you:

____ _____

____ _____

____ _____

____ _____

____ _____

Now that you have made these decisions, consult your personal card file of coping skills from 6th grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision Coping skills from file

1 _____
_____

2 _____
_____

3 _____
_____

4 _____
_____

5 _____
_____

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Unit 3 Title: It's Life...Deal With It!

Lesson Title: Life … Bring It On! **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Standard (GLS):
PS.3.C.08.a: Evaluate coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C: Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Scissors, glue, markers
Magazines
Poster board
Counselor Collage of their Coping Skills

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will design and present a collage representing personal strengths and coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete a collage and participate in classroom discussion.

Lesson Preparation

Essential Questions: What life events affect our lives? What skills does a person need to help manage life events?

Engagement (Hook): The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor will give each student a poster board and ask the student to artistically sign/write his/her name in the center.	1. Student will follow instructions.
2. The student will brainstorm personal strengths that he/she believes he/she has to support the ability to make effective decisions.	2. Student will think of his/her personal strengths as elements that support his/her ability to make effective decisions.
3. The instructor will ask the students to write their personal strengths on the poster board around their names	3. Student will follow instructions.
4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits.	4. Students will find visual representations of those traits and cut them out with scissors.
5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed.	5. Students will build a collage of clippings around his/her name.
6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice.	6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.

Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

Counselor reflection notes (completed after the lesson)

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: It's Life… Deal With It! In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
1. How do I cope?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events. PS.3.C.07: Apply coping skills to manage life-changing events. PS.3.C.08: Evaluate coping skills to manage life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3 Level 4 Level 4

2. The student will identify five coping skills used to make decisions presented in *Your Choice* worksheet.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
3. The student will design and present a collage representing personal strengths and coping skills.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching __X___ Drill & Practice (Ls. 1) __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 3) __X___Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	__X___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __X___ Reports (Ls. 3) __X___ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 3) _____ Peer Partner Learning __X___ Discussion (Ls. 2, 3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing

					_____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)
Materials/Special Preparations Required:
Safe & Healthy Choices worksheet
List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2:Safe and Healthy Choices (Part II)
Materials/Special Preparation Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors
Materials/Special Preparations Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident
Materials/Special Preparations Required
Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)
Presentation Review Assessment worksheet
Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair
Materials/Special Preparations Required
List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

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		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Lecture; Explicit Teaching; Demonstrations)
____ Indirect
__X_ Experiential (Simulations)
__X Independent Study (Learning Centers)
__X Interactive Instruction (Discussion; Interviewing; Conferencing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:
Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her wellbeing, or when a life situation requires a new way of coping.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

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Problem solving steps, and decision-making and refusal skills.

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Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part I) **Lesson #** 1 of 5

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
PS.3.B.09: Identify and utilize resources available to address personal safety issues.
PS.3.C.09: Identify resources to help individuals cope with life changes or events.

American School Counselor Association National Standards (ASCA):
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

List of local resources (e.g. Rape and Abuse Crisis Center), Alateen, etc.
Safe & Healthy Choices worksheet

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

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Lesson Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe/unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will analyze and assess life-changing events through a series of written questions.

Lesson Preparation

Essential Questions:

How do safe and healthy choices affect our lives?
Why is it hard to say no?

Engagement (Hook):

Your best friend just told you he/she is thinking about suicide. What do you do?
Where do you get help?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Hand out *Safe and Healthy Life Choices* worksheet.	1. Students will complete the worksheet individually.
2. Upon completion, counselor will facilitate discussion of responses.	2. Students will discuss responses in small groups and with the whole class.
3. Review and provide resource materials from local agencies.	3. Students will receive information on local resources. In groups of 5-6, students will identify contact persons for the resources, which are available in the community.

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

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Counselor reflection notes (completed after the lesson)

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Safe & Healthy Choices

1. Five choices that can lead to safe and healthy – or to unsafe and unhealthy – decisions my peers and I will face in high school are:

2. Factors, which influence my decision to make healthy or unhealthy life choices, include the following:

3. What life changing events may occur in my life or in the lives of my peers?

4. Where can I receive assistance to help with specific life changing events?

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part II)

Lesson # 2 of 5 (This lesson is a continuation of 9th Grade Lesson 1)

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
PS.3.B.09: Identify and utilize resources available to address personal safety issues.
PS.3.C.09: Identify resources that can help manage life changes or events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Video or Speaker about healthy choices
Presentation Review Assessment worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills regarding dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through viewing presentations, discussions, and written assessment.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

You have just taken a sip of your father's cocktail. Are you at risk?

A friend wants you to "try" marijuana with him. Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:	**Instructor Procedures/Instructional Strategies:**
1. The counselor introduces presenter or video.	1. Students listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Presenter informs students about the topic, or video is shown.	2. Students will listen to presentation – or watch video – and and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute worksheets.	4. Students will complete worksheet.

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Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life-changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life-changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Unit 1 **Title:** Personal Safety Skills and Coping Strategies

Lesson Title: Risk Taking Behaviors **Lesson** 3 of 5

Grade Level: 10

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.
PS.3.B.10: Evaluate and review resources that address personal safety issues.
PS.3.C.10: Analyze and refine coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Video or Presenter about healthy choices
Presentation Review Assessment worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving

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X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through discussion and written assessment.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce presenter or video.	1. Students will listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Presenter will present or video will be shown.	2. Students will listen to presentation or watch video and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute *Presentation Review Assessment* worksheets.	4. Students will complete *Presentation Review Assessment* worksheet.

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

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Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Fatal Accident **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others.
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.
PS.3.C.11: Apply individual coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Presenters (e.g. highway patrol, police, fireman, or ambulance attendant).
Audio of automobile crash
Presentation Review Assessment Worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook): Docudrama or play audio of sounds of an automobile crash, including silence that follows the crash. After students hear audio of crash, ask: "What was that!?" Students share their thoughts and feelings about what they heard.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce the presenter, e.g. highway patrolman, policeman, fireman, or ambulance attendant.	1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered.
2. The presenter from an emergency personnel agency will present information.	2. Students will listen to the presentation and formulate additional questions.
3. Presenter and/or counselor will lead follow-up discussion.	3. In small groups students will participate in discussion of the meaning/application of concepts presented.
4. Presenter will provide	4. Students receive information provided,

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handouts/resources from their area of specialty.	review and ask questions..

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Unit 1 **Title:** Personal Safety Skills and Coping Strategies

Lesson Title: Community Wellness Fair **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.
PS.3.B.12: Advocate for the personal safety of self and others.
PS.3.C.12: Exhibit coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Presentation Review Assessment worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to

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		institutions and cultural traditions
X	Science	3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will participate in the planning of – or involvement in – a wellness fair.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will help plan and/or attend a wellness fair.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life changing events?

Engagement (Hook):

What is a Wellness Fair?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Preparation for Wellness Fair: Committees of 12th grade students and staff will plan a Wellness Fair, including the "why, who, what, where, when" of event.	1. Senior students will work with the counselor(s) to plan a Wellness Fair.

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2. Counselor, nurse, and student committees will organize times for classes to participate in Wellness Fair.	2. Students will work with the counselor to organize times.
3. Counselor, nurse, and student publicity committee will write newspaper article, print and distribute flyers announcing Wellness Fair.	3. Students will work with the counselor to publicize the Wellness Fair.
4. Day of Wellness Fair:	4. Day of Wellness Fair:
a. Counselor and student committee will set up tables, chairs, and arrange for parking.	a. Student committee will set up tables, chairs, and arrange for parking.
b. Counselor will provide student escorts for exhibitors.	b. Students escort exhibitors to proper stations.
c. Ensure that presenters are in place and have necessary materials.	c. All students will attend Wellness Fair and complete *Wellness Fair Review Assessment* forms.
6. After Wellness Fair:	6. After Wellness Fair:
1. Committee cleans up.	1. Students will serve on clean up committee.
2. Committee will write thank-you notes to exhibitors.	2. Students will help write thank-you notes to exhibitors.

Teacher Follow-Up Activities

Teacher will inform counselor if a student appears to be in need of appropriate resources.
Discuss Wellness Fair activities

Counselor reflection notes (completed after the lesson)

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Health Fair Review Assessment

Exhibits or Speakers that I visited:

_____
_____
_____
_____
_____

Yes No 1. I can identify risk-taking behavior.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. The Wellness Fair was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.
Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.
Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.
Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well being, or when a life situation requires a new way of coping.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources			P/S D C: Students will understand safety and survival skills	Level 2 Level 3 Level 4 Level 4 Level 2

		available to address personal safety issues. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.09: Identify resources to help individuals cope with life changes or events. PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. PS.3.C.11: Apply individual coping skills to manage life-changing events. PS.3.C.12: Exhibit coping skills to manage life-changing events.				Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X_ Direct _____ Indirect

	__X__Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview __X___ Lecture (Ls. 1, 2, 3) __X___ Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions __X___Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions ___5___Learning Centers (Ls. 5)	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X__Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls. 5) ___X__ Conferencing (Ls. 5)

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Planning for Educational Achievement/Planning for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Lesson Titles:
Lesson # 1: Stick With The Plan, Man!
Materials and Preparation Suggestions:
Poster board divided into 6 blocks
One small beanbag/sponge/soft object
At least one other staff member (optional)

Lesson #2: Our Classroom Party
Materials and Preparation Suggestions:
Dry erase board/SMART board/other visual display and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines. (DOK – Level 2)
AD.4.B.0K: Identify work habits necessary for school success. (DOK – Level 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What would happen if adults and children played all day?
Why is it important for people to have a daily plan?

Unit Measurable Learning Objectives:

The student will identify the daily plan for the classroom.
The student will identify four work habits to be successful.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Reflective Discussion)
__X__ Experiential (Conducting Experiments, Games)
_____ Independent Study
__X__ Interactive Instruction (Discussion, Think, Pair, Share, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will identify four work habits needed for accomplishing a daily plan.
Students will identify three specific work habits needed for staying on a daily plan.

Brief Summary of Unit:

Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Vocabulary, work habits

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Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Stick With The Plan, Man! **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed For Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines.
AD.4.B.0K: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks
1 small beanbag/sponge/soft object
At least one other staff member or alternative option

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The students will identify three school classroom routines.
The students will identify how well you follow three school routines.
The students will identify four work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will model four work habits needed for staying on a daily plan.
The student will identify three habits they follow (during the evening or at night) to prepare for school the next day.

Lesson Preparation

Essential Questions:
What would happen if adults and children played all day?

Engagement (Hook):
Counselor plans the following ahead of time with one or two other staff members:
Counselor and other staff member(s) enter class at same time, announcing that it's their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose scheduled time it is ensues. Counselor remains, and begins the discussion of why it is important to have a daily plan.
If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children's reactions and then asks, "Any questions?" Then the counselor calms the children by saying, "Don't worry, that's why we have a plan."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks why it is important to have a daily plan.	1. Students offer responses such as: order, do what you suppose to do, etc.
2. Counselor asks students to describe their classroom schedule.	2. Students share their classroom schedule and routine with the class.
3. What do students need to do to help our	3. Students offer answers (e.g. listen,

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class keep our daily plan? As students give answers, counselor draws each suggestion in a block on the poster board, until all blocks are filled. (Ears for listening, hand for hands to self, etc.)	hands/feet still, eyes on teacher, work together cooperatively, quiet/silent voices, follow directions).
4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.	4. Students listen and watch.
5. Counselor asks several students to "show us" what that skill/behavior looks like, making sure that every student is included in modeling.	5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)
6. Counselor summarizes: "Now that you've practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a *thumbs up* if you will do your best to follow the plan!" (or similar response).	6. Students respond.

Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Our Classroom Party **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed For Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines.
AD.4.B.0K: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Dry erase board/SMART board/other visual display, and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will work collaboratively with classmates to review the classroom schedule and select a time for a party.
The student will work collaboratively to identify at least two behaviors expected at a classroom party.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students work as team members to review their classroom schedule.
Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

Lesson Preparation

Essential Questions:
Why is it important for people to have a daily plan?

Engagement (Hook):
Counselor walks in the classroom and says, “Please raise your hand if you would you like to have a party.”

Counselor says, “Now, raise your hand if you would you like to help plan the party.”

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks, “What do we need to think about for the party?”	1. Students will give their input (probably like food, movie, etc.)
2. Counselor says, “Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party.	2. Students are thinking about what the counselor is saying.
3. Counselor then asks the students, “When do you have specials, lunch, and recess?	3. Students respond by giving the time of day that they have these three activities during the school day.

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4. Counselor then reminds students how important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.	4. Students listen to the counselor.
5. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?	5. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.
6. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"	6. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).
7. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).	7. Students make party invitations to remind themselves of their next classroom party.
8. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.	8. Students listen to counselor.

Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

Counselor reflection notes (completed after the lesson)

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Planning for Educational Achievement/Planning for School Success Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What would happen if adults and children played all day?
2. Why is it important for people to have a daily plan?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify the daily plan for the classroom.		AD.4.A.0K Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – Level 2 DOK – Level 2
2. The student will identify four work habits to be successful.		AD.4.A.0K AD.4.B.0K		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A	DOK – Level 2 DOK – Level 2

ASSESSMENT DESCRIPTIONS*:

Students will identify four work habits needed for accomplishing a daily plan.
Students will identify three specific work habits needed for staying on a daily plan.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X_ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives ___x__ Conducting Experiments (Ls. 2) _____ Simulations __x___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls.1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls.1) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Study and Work for Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30-35 minutes

Lesson Titles:
Lesson #1: Complete or Incomplete? That is the Question!
Materials and Preparation Suggestions:
2 puppets (optional)
2 different blank worksheets obtained from classroom teacher as described in lesson 1

Lesson #2: FLY to Success
Materials and Preparation Suggestions:
3 paper airplanes, each labeled #1 – following directions, #2 - listening, and #3-you get along with others
Handout of FLY Airplane Activity Sheet for each student.
Success Plan Activity Sheet

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.(DOK Level - 2)
AD.4.B.01: Develop and practice work habits necessary for school success. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 5. Comprehend and evaluate written, visual and oral presentations and works.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those

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	tasks. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is learning important?

Unit Measurable Learning Objectives:

The students will identify four of the parts for completing correctly completed classroom assignments.
The students will model four of the parts of completing a correctly completed classroom assignment.
The students will model at least three work habits necessary for school success.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
__X__Experiential (Narratives, Storytelling)
_____Independent Study
__X__Interactive Instruction (Role Playing, Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will determine four factors that contribute to a correctly completed assignment.
The student will model three behaviors for completing a correctly completed assignment.

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Brief Summary of Unit:
Students will identify skills needed for correctly completing assignments and improve school work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Identify and follow classroom and school routines.
Identify work habits necessary for school success.

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Unit #1 Title: Study and Work for Success

Lesson Title: Complete or Incomplete? That is the Question! **Lesson**: 1 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.
AD.4.B.01: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

2 puppets (optional)
Get two different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions. For the group activity, the counselors should prepare 4-5 different incorrectly completed assignments.

NO ACTUAL STUDENT WORK SHOULD BE USED!!

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will, as a group member, identify four factors that contribute to a correctly completed assignment.

The students will identify at least three work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will determine four factors that contribute to a correctly completed assignment. The student will use the FLY Activity Sheet to self assess work habit skills and develop a plan for needed improvement.

Lesson Preparation

Essential Questions:
What does it mean to do a job correctly?
Why should we make sure we do a job correctly?

Engagement (Hook):
Counselor will engage in a conversation between 2 puppets. Each puppet would have identical worksheets, but one would be neat, complete and following directions, while the other one is crumpled, no name, missing answers, etc. Puppets should compare papers talking about high points, differences, and how one is completed and the other one is incorrectly completed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:

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1. Ahead of time, counselor should consult with the teacher to find out the specifics of what s/he requires as components for a correctly completed assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)	1. Students listen to introduction.
2. Counselor will ask the group: How are these two assignments alike and different?	2. Students will respond identifying elements of complete and incomplete assignments (see #1).
3. Counselor will write the student generated components of a correctly completed assignment on a dry erase, smart board, chart paper, or other.	3. Students observe
4. What work habits help in making sure that work is completed correctly? Give me thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work correctly? (Following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.)	4. Students will listen to each work habit and give thumbs up/thumbs down.
5. Divide students into 4-5 groups, giving each group one of the incorrectly completed assignments described above. Each group is to identify the areas that need improvement for completion of the work.	5. Students will work together, cooperatively, to complete the activity. (2-3 minutes)
6. Each group will report its findings to the rest of the class.	6. Each group reports findings; the other students/groups listen.
7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity.	7. Students sit quietly, ready for their next activity.

Teacher Follow-Up Activities

The teacher may review the list of good work habits, and students will put those habits into practice by completing the next assignment.

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Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Study and Work For Success

Lesson Title: FLY to Success **Lesson**: 2 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.
AD.4.B.01: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

3 paper airplanes, each labeled: #1 – following directions, #2 - listening, and #3-you get along with others
Handout of *FLY Airplane* activity sheet for each student.
Success Plan Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.

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		6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify two assignment completion skills they need to improve.
The student will explain how and why to follow directions.
The student will explain how and why to pay attention when they listen.
The student will identify three social skills that help them cooperate with others.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will be asked how they will improve their skills.
The student will explain how they can improve at following directions.
The student will be able to identify skills needed to get along with others.

Lesson Preparation

Essential Questions:
Why is it important to follow directions?
Why is it important to listen?
Why is it important to cooperate with others?

Engagement (Hook):
Bring in three paper airplanes numbered 1 (Follow directions), 2 (Listen), and 3 (You get along with others). Counselor soars the three paper airplanes in the air. Ask the students who got the airplane with the #1. Read what skill airplane #1 stands for and write it on the board. Ask the students who got the airplane with the #2. Read what skill airplane #2 stand for and write it on the board. Ask the students who got the airplane with the #3. Read what skill airplane #3 stands for and write it on the board. What is another word we can use to describe getting along with others? We call that cooperating.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask the student what the first letter from each of the three skills spells.	1. Students will respond by saying, “fly”.
2. Counselor distributes and explains the FLY Airplane activity sheet.	2. Each student will receive a FLY Airplane activity sheet.
3. Counselor will ask the students to honestly rate themselves in each of these areas.	3. Students will complete the FLY Airplane activity sheet individually.
4. Counselor will instruct students to review the FLY Airplane activity sheet and identify one or more skills to improve based on ratings. For students with ratings of all 3’s, students are instructed to select a skill they would like to improve.	4. Students will reflect on their ratings and complete a Success Activity Sheet.

Teacher Follow-Up Activities

The teacher may review the list of effective work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)

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FLY

Rate Yourself on the FLY Skills

1=Needs Improvement 2 = Satisfactory 3 = Excellent

Follow Directions

_____

Listen Well

_____

You Get Along with Others (Cooperate)

_____

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Success Plan Activity Sheet

List 3 ways that you can improve each skill listed below. Choose one or more skill(s) you would like to improve based on your FLY rating sheet.

FOLLOW DIRECTIONS

1. _____
2. _____
3. _____

LISTEN

1. _____
2. _____
3. _____

YOU GET ALONG WITH OTHERS
(COOPERATE)

1. _____
2. _____
3. _____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Study and Work for Success Students will identify skills needed for correctly completing assignments and improve school work habits.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30-35 minutes

ESSENTIAL QUESTIONS:

1. Why is learning important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four factors that contribute to correctly completed classroom assignments.		AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will identify at least three work habits necessary for school success.		AD.4.A.01 AD.4.B.01		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A	DOK Level – 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will determine four factors that contribute to a correctly completed assignment.
The student will use the Activity Sheet to self-assess work habit skills and develop a plan for needed improvement.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct

	_____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips ___x___ Narratives (Ls. 1) _____ Conducting Experiments _____ Simulations _____ Games ___x___ Storytelling (Ls. 1-2) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x___ Role Playing (Ls. 1-2) _____ Panels _____ Brainstorming _____ Peer Partner Learning ____x__ Discussion (Ls. 1-2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Becoming a Self Starter **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson # 1: I WILL DO IT!
Materials and Preparation Suggestions:
Story: "The Not-So Independent Working Classroom" (provided)
Independent Working Skills Checklist
Chart Paper

Lesson # 2: I DID IT!
Materials and Preparation Suggestions:
Completed Independent Working Skills Checklist (see lesson 1)
"Positive Work Habit Name" Sheet

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. (DOK Level -2)
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What work/study habits will help you be successful in life?
Why are positive habits important?

Unit Measurable Learning Objectives:

The student will demonstrate abilities to complete classroom tasks independently.
The student will evaluate individual work habits by completing an independent working skills progress report.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare & Contrast)
__X_ Indirect (Reading for Meaning, Reflective Discussion)
_____ Experiential
__X_ Independent Study (Homework)
__X__Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will self-assess their level of success on two work habits.

Brief Summary of Unit:
Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Steps for completing classroom assignments and activities.

Work habits necessary for school success.

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Ability to demonstrate skills needed to complete classroom tasks independently. Ability to develop plans and apply planning ability to build individual work habits and study skills in a variety of learning situations.

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Unit #1 Title: Becoming a Self Starter

Lesson Title: "I WILL DO IT!" **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently.
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Attached story *The Not-So Independent Working Classroom* for each student
Attached *Independent Working Skills Progress Report* for each student
Chart paper for listing habits

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to Institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will choose two work habits to practice and demonstrate during the week.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will be able to identify at least three effective work habits.
The student will choose two work habits that they personally want to practice for a week. Each day they will self-assess their level of success.

Lesson Preparation

Essential Questions:
What work/study habits will help you be successful in life?
Engagement (Hook):
Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word "independent")

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out *The Not-So Independent Working Classroom* story to each student.	1. Students receive the handout and quietly look over it.
2. The counselor reads the story and prompts the students to read aloud the "Not I" and the "I will try" statements in the story and tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	2. Students will respond "Not I" and "I will try" as the counselor reads the story.
3. After reading the story, the counselor tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	3. Students will listen.

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4. The counselor will ask the class: "What habits might get in the way of working independently?" Circle those words in the story.	4. Students generate answers (e.g., interrupting others, talking loudly, giving up when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).
5. "Now, looking back to the story, what are some habits that help people work well independently?" Underline those habits in the story.	5. Students underline the helpful habits in the story.
6. Counselor gives each student a blank, *Independent Working Skills Progress Report* chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, students will self-assess how well he or she applied the skill by either putting a smiling face or a straight face in the box. Charts will be reviewed during the next lesson.	6. Students fill in chosen work habits during the week to practice.
7. In closing the counselor says, "Who will be able to complete the chart this week. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.	7. Students will indicate they will complete the charts and will develop own positive work habit names.

Teacher Follow-Up Activities

The teacher will have students self assess their work habit progress at the end of each day.

Counselor reflection notes (completed after the lesson)

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(NOTE: Counselor should check names ahead of time to make sure that none of his/her current students' names are used in the story.)

<u>The Not-So Independently Working Classroom</u>

There once was a classroom where the teacher wanted the students to complete an assignment independently. "Who will be able to complete this assignment on his or her own?" asked the teacher.

"Not I," said Talkative Timmy.
"Not I," said Bashful Betty.
"Not I," said Wandering Wanda.
"Not I," said Noisy Ned.
"Not I," said Interrupting Ida.
"Not I," said Rude Rhoda.
"Not I," said Angry Al.
"Not I," said Humming Harry.
"Not I," said Mumbling Mary.
"Not I," said Destructive Donnie.

"*I* will try!" said Independent Irene.
"*I* will try!" said Listening Larry.
"*I* will try!" said Focused Fred.
"*I* will try!" said Prepared Patty.
"*I* will try!" said Behaving Bonita.
"*I* will try!" said Hardworking Harriet.
"*I* will try!" said Conscientious Carla.
"*I* will try!" said Thinking Thad.
"*I* will try!" said Responsible Rudy.
"*I* will try!" said Respectful Ralph.
"*I* will try!" said Persevering Perry.

The teacher said, "I appreciate all of the students who are willing to try to do the assignment independently. I will help others learn independent work habits so that everyone can be successful at school and at home!"

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NAME: _____

INDEPENDENT WORKING HABITS
PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____ _____

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Unit #1 Title: Becoming a Self Starter

Lesson Title: "I DID IT!" **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently.
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Independent Working Skills Progress Report for each student (see lesson 1)
Positive Work Habit Name and Picture Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will share data collected on his/her selected work habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will identify positive work habits and monitor their application of a positive work habit.

Lesson Preparation

Essential Questions:
Why are positive habits important?

Engagement (Hook):
Students write their positive work habit names (Neat Nelly, Working Walter) on the activity sheet. The students can draw a picture of their character on the sheet, write how they feel when they have positive work habits and/or draw a picture of them performing that positive work habit.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor asks students to tell about the *Positive Work Habit Name* they selected for themselves; including reason for selection, how habit is demonstrated and how applying the habit helps him or her to do it.)	1. Students share their name sheet and picture and provide an explanation for why they selected the name for themselves (Example: My Positive Work Habit Name is: Organized Annie. I put things where they belong and I keep my desk clean.
2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week.	2. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week.
3. In closing the counselor says, “Who was able to complete their positive work habit sheet this week?”	3. Students respond, “I did it!”
4. Counselor collects positive work habit sheets for review.	4. Students turn in positive work habit sheets.

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Teacher Follow-Up Activities

The teacher will review the charts of the students' progress. The teacher may chose to refer some students to the counselor for small group on individual work if they are having difficulties with positive work habits.

Counselor reflection notes (completed after the lesson)

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This sheet should be completed the previous week before this lesson.

NAME: _____

INDEPENDENT WORKING HABITS
PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____ _____

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My Positive Work Habit Name:

_____ _____

My picture…

When I use positive work habits, I feel_____.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing academic self efficacy. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Becoming a Self Starter Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes
ESSENTIAL QUESTIONS: 1. What work habits will help you be successful in life? 2. Why are positive habits important?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate abilities to complete classroom tasks independently.		AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -2 DOK Level - 4
2. The student will evaluate individual work habits by completing an independent working skills progress report.		AD.4.A.02: AD.4.B.02:		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A	DOK Level -2 DOK Level - 4

ASSESSMENT DESCRIPTIONS*: The student will self-assess their level of success on two work habits.					
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	__x__ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction				
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies ___x__ Reading for Meaning (Ls. 1) _____ Inquiry ___x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts ___x___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: That's How You Do It! **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30-35 minutes each

Lesson Titles:
Lesson # 1: Help Is On The Way!
Materials/Special Preparations Required:
Study/Test Taking Habits Inventory
Study/Test Taking BINGO sheet

Lesson # 2:BINGO!
Materials/Special Preparations Required:
Study/Test Taking Habits Inventor
Study/Test Taking BINGO sheet from previous lesson
Study/Test Taking BINGO cards (for drawing)
Pencils/Markers for each student
Optional: Small reward for students

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.03: Identify and practice study skills and test taking strategies. (DOK Level - 2)
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society

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	8. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What skills and strategies help me to complete tasks?

Unit Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.

Unit Instructional Strategies/Instructional Activities:

_____ Direct
__X__ Indirect (Reading for Meaning)
__X__ Experiential (Games)
__X__ Independent Study (Assigned Questions)
__X__ Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will self-assess their proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Brief Summary of Unit:

Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Demonstrate skills needed to complete classroom tasks independently.
Build individual work habits and study skills that apply to a variety of learning situations.

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Unit #1 Title: That's How You Do It!

Lesson Title: Help Is On The Way! **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.03: Identify and practice study skills and test taking strategies.
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventory
Study/Test Taking BINGO sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will self-assess ability to demonstrate 24 different study skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete an inventory that self-assesses proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation

Essential Questions:
Why do are study skills important

Engagement (Hook):
Counselor goes into class obviously unprepared (mismatched clothing, messy hair, forgotten materials, eating). Counselor asks students, “Do I look prepared for class today?”

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Today we are going to discuss study and test taking habits and learn about out habits. Counselor distributes the *Study/Test Taking Habits Inventory*.	1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting.
2. Counselor reads the *Study/Test Taking Habits Inventory* as students follows along and responds to each item.	2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion.
3. Counselor distributes *Study/Test Taking Habits BINGO sheet.* Counselor explains	3. Students write key words on the BINGO sheet in any spot that they wish.

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that, as each skill is discussed, the students should write the key word, which is in bold and underlined in anyone of the squares on their BINGO sheet.	
4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade	4. The students return papers or put them away as instructed.
5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.	5. Students listen.

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

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NAME_____ DATE_____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an **active listener** and class participant.			
2. I make sure I have enough **energy**.			
3. I keep an **assignment notebook** for homework.			
4. I choose a **regular time to study**.			
5. I **have the materials** I need before I start.			
6. I **prepare for a test** at least a few days before I take it.			
7. I **find a place** with good lighting, a desk and a chair.			
8. I **work with no interruptions**.			
9. I **work steadily** without daydreaming.			
10. I **take necessary breaks**.			
11. I get a **good night's rest** before a test.			
12. I **start** my **assignments quickly**.			
13. I hand in my **assignments on time**.			
14. I **keep a dictionary available**.			
15. I **check over** my **work**.			
16. I **eat a good breakfast** on test day.			
17. I **read through a chapter** of a book and then **skim for facts** afterwards.			
18. I **reward myself** after studying.			
19. I **take notes**.			
20. I **listen to the directions**.			
21. I **ask** the teacher **for help** if I need it.			
22. I **do the easiest ones first** so I will have more time to spend on the harder ones.			
23. I **write neatly and accurately**.			

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STUDY/TEST TAKING BINGO **NAME:_____**

		Free Space		

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Unit #1 Title: That's How You Do It!

Lesson Title: BINGO! **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.03: Identify and practice study skills and test taking strategies.
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventor
Study/Test Taking BINGO sheet from previous lesson
Study/Test Taking BINGO cards (for drawing)
Pencils/Markers for each student
Optional: Small reward for students

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1: Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
The student will describe the importance of using basic time management and organizational skills for assignment and/or task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will play a game that emphasizes study skills, test taking strategies, basic time management, and organizational skills.
The students will explain skills and/or the value of performing that skill.

Lesson Preparation

Essential Questions:
Why do you need study skills?

Engagement (Hook):
Counselor leads the class in the following song to the tune of *B-I-N-G-O:*

S-T-U-D-Y
S-T-U-D-Y
S-T-U-D-Y
Study is our game-o

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor distributes each student's *Study/Test Taking BINGO sheet*. (If student	1. Students should get out a pencil, and may read over the sheet while waiting.

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was absent during the last lesson, student will get a counselor prepared *Study/Test Taking BINGO sheet*)	
2. Counselor briefly reviews how to play BINGO. "Today's game is based on the study skills/test taking strategies reviewed in our previous lesson."	2. Students listen
3. Counselor explains that, as each skill is called, the students should mark where they have the key word on their BINGO sheet.	3. Students mark an X when the key words are called.
4. As the key words are drawn, students will be asked to provide either a brief description of the skill or a brief explanation of how it can be used.	4. Students provide responses
5. Counselor tells students that, by using these skills consistently, they will all be winners in school.	5. Students listen
(GAME OPTIONS: You can play several times by having students use different colored markers for each game. Black out, four corners, X or T or L games are also options. Or Students can circle the skill they either need to work on most, or found most helpful, etc.)	

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

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STUDY/TEST TAKING BINGO NAME: _____

Active Listener	Take Notes	RegularTime to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test	Free Space	Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

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Study/Test Taking BINGO cards

Cut these apart for drawing

Active Listener	**Take Notes**	**RegularTime to Study**	**Listen to Directions**	**Assignment Notebook**
Read Through a Chapter	**Reward myself**	**Skim for Facts**	**Energy**	**Good Night's Rest**
Find a Place	**Prepare for a Test**		**Have the Materials**	**Work with no Interruptions**
Check Over My Work	**Eat a Good Breakfast**	**Work Steadily**	**Ask for Help**	**Take Necessary Breaks**
Write Neatly and Accurately	**Keep a Dictionary Available**	**Assignments on Time**	**Do Easiest First**	**Start my Assignments Quickly**

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: That's How You Do It! Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30-35 minutes
ESSENTIAL QUESTIONS: 1. What skills and strategies help me to complete tasks?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify study skills and test taking strategies.		AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.		AD.4.A.03 AD.4.B.03		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	DOK Level – 2 DOK Level – 2

				L.3.4 L.3.5 L.3.6		

ASSESSMENT DESCRIPTIONS*:
The student will self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2: BINGO!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2: BINGO!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies ___x__ Reading for Meaning (Ls. 1) _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 2) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects ___x__ Assigned Questions (Ls. 1) _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Tick–Tock Goes The Clock **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30-40 min. each

Lesson Titles:
Lesson # 1: Time Is On My Side!
Materials and Preparation Suggestions:
Weekly Time Management Schedule Template (provided)
Betty's Busy Week (provided)

Lesson # 2: Time Is On My Side! Again!
Materials and Preparation Suggestions:
Weekly Time Management Schedule Template (saved from Lesson 1)
Case Study: *Frantic Fred's Week* (provided)
Blank *Weekly Time Management Schedule* Template (provided)
Colored markers in red, yellow, and green

Lesson # 3: It's Time for Test Skills Rock!
Materials and Preparation Suggestions:
Song: Testing Skills Rock (provided)
Tips and Pointers for Taking Tests (provided)
Study/Test-Taking Strategies Inventory (provided)

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. (DOK Level -3)
AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion. (DOK Level -3)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom

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	3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Unit Essential Questions:

What does it mean to use time wisely?
How can I manage my time?
How can I improve my test scores?

Unit Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.
The student will apply two time management techniques and two organizational techniques necessary for task completion.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided and Shared-Reading Listening, Viewing, Thinking)
_____ Indirect
__X__ Experiential (Simulations)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Think, Pair, Share, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will work in small groups to develop a weekly self-management schedule based on a case study.

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The student will be able to identify study and test taking skills.

Brief Summary of Unit:
Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Self management and organizational skills
Telling Time
Vocabulary: Venn Diagrams (Definition and Use)

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Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! **Lesson:** 1 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Time Management Schedule Template (provided)
Betty's Busy Week (provided)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will work as a class to develop a weekly time-management schedule based on *Betty's Busy Week*, applying at least two time management techniques.

Lesson Preparation

Essential Questions:
How can I manage my time?

Engagement (Hook):
Read *Betty's Busy Week*. As students, "How can she manage her time with so many activities to complete?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor introduces the concept of time management: a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have to do (e.g., chores, homework). c. Tasks/activities that we want to do (e.g., play, watch TV, go to the park). "Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with	1. Students listen.

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a workable plan for Busy Betty."	
2. Each student is given a copy of *Betty's Busy Week.* Counselor asks students to: a) Circle the tasks/activities that are scheduled that Betty must do b) Draw a box around the tasks/activities that are unscheduled that Betty must do c) Put an X in front of those tasks/activities that Betty wants to do	2. Students follow directions given, and check their work with a partner.
3 With students' help, the counselor fills out the weekly schedule for Betty.	3. Students offer suggestions for task placement in Busy Betty's schedule.
4. As a closing, have student volunteers to tell one thing they learned from this lesson.	4. As individuals respond, the other students can do a "thumbs up" if that is also something new that they learned from the lesson.
5. Counselor can tell the class that in the next lesson they will be working in small groups to develop a weekly schedule for a student named Frantic Fred.	5. Students listen.

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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BETTY'S BUSY WEEK

Betty is VERY busy (just like YOU)! She is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Betty's "To Do" list:

Piano practice (Monday from 4-5 p.m.)
Birthday Party (Saturday from 1-4 p.m.)
Girl Scouts (Thursday from 7-8:30 p.m.)
Spelling Test (Friday)
Church School (Wednesday from 6:30-7:30 p.m.)
Book Report (due on Monday)
Daily chores that take 30 minutes
See a new movie (comes out on Monday; shows from 5-7 p.m.)

Additional Information about Betty:

School is from 8 a.m. until 3 p.m.
She must be at the bus stop at 7:30 a.m.
Bedtime is 9 p.m.
Don't forget to eat!

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Name: _____ Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! AGAIN! **Lesson:** 2 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Weekly Time Management Schedule Template (saved from Lesson 1)
Case Study: *Frantic Fred's Week* (provided)
Blank *Weekly Time Management Schedule* Template (provided)
Colored markers in red, yellow and green

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will work in small groups to develop a weekly time management schedule based on case study *Frantic Fred's Week*, applying two time management techniques and two organizational techniques.

Lesson Preparation

Essential Questions:
How can I manage my time?

Engagement (Hook):
Counselor posts the class-generated schedule for Betty and encourages student reflections about process they used to develop a daily/weekly schedule for Betty.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Following the hook the counselor asks students to describe the schedule created for Betty.	1. Students listen.
2. Counselor reviews the elements of planning and time management: a. Scheduled tasks/activities that we have to do	2. Students listen.

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b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do "Trying to fit all of those tasks/activities into a week can be a challenge, as we have seen. Today, you are going to work in small groups to come up with a workable plan for Frantic Fred."	
3. Divide students into groups of 4. Each group is given the case study Frantic Fred. Counselor asks students to first color-code the activities: a. Tasks/activities that are scheduled that Fred must do (blue) b. Tasks/activities that are unscheduled that Fred must do (red) c. Tasks/activities that Fred wants to do (green)	3. Students follow directions given, and work with their group.
4. Counselor instructs groups to create a schedule for Fred by using the color coded activities.	4. Students complete task in groups.
5. After 15 minutes, bring the groups together to discuss results. Counselor compiles a master schedule for Fred based on the groups' results.	5. Groups explain their schedules for Fred.
6. As a closing, have student volunteers tell one thing that they learned from this lesson.	6. Students offer suggestions, with others giving *thumbs up* if they also learned the lessons cited.

Teacher Follow-Up Activities

Teacher guides students in the use of their planners/agenda. For extra credit, students may write list of those new skills that they learned in the lessons, and how they plan to put them to use.

Counselor reflection notes (completed after the lesson)

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CASE STUDY
FRANTIC FRED'S WEEK

Fred is frantic because he has so much to do! He is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Fred's "To Do" list:

- **Soccer practice (Monday and Wednesday 4-5 p.m.)**
- **Soccer games (Saturday 9:00-10:00 a.m., and 1:00-2:00 p.m.)**
- **4-H meeting (Monday 7-8:30 p.m.)**
- **Math Test (Thursday)**
- **Church School (Wednesday 6:30-7:30 p.m.)**
- **Social Studies Project (due on Monday)**
- **Daily chores that take 30 minutes**
- **Wants to get to a new level on his video game before he sees his cousin on Sunday**

Additional information about Fred:

- **School is from 8:00 a.m. until 3:00 p.m.**
- **He must be at the bus stop at 7:00 a.m.**
- **Bedtime is 9:00 p.m.**
- **His mom insists that the family always eat dinner together.**

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Name: _____ Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Unit #1 Title: Tick –Tock Goes The Clock

Lesson Title: It's Time for Testing Skills Rock! **Lesson:** 3 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Song: Testing Skills Rock (provided)
Tips and Pointers for Taking Tests (provided)
Study/Test-Taking Strategies Inventory (provided)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) **Specific Skill(s)**

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will take an inventory to assess their ability to apply study and test taking skills.

Lesson Preparation

Essential Questions:
How can I improve my test scores?

Engagement (Hook):
Counselor comes into the classroom humming the tune of Jingle Bell Rock. Counselor distributes copies of the *Testing Skills Rock* song sheet. Counselor and students sing *Testing Skills Rock.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor instructs the students to identify and underline test-taking skills mentioned in the song.	1. Students identify and underline the test taking skills mentioned in the song.
2. Counselor distributes *Tips and Pointers for Taking Tests*. The counselor pairs students up to discuss why these tips are important (5 minutes).	2. Students discuss with their partner why these tips are important. Students will share their thoughts with the group.

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3. Counselor reminds students that in previous lessons they reviewed/learned tips for studying, time management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.	3. Students listen.
4. Counselor distributes the *Study/Test-Taking Strategies Inventory* and students self-assess their usage of the strategies, and then write a TO DO list on the back indicating skills that need to be further developed. Collect the completed inventories, and after a quick check of each student's self-assessment, completed *Inventory* sheet may be filed in the student's Portfolio. (OPTIONAL: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth.)	4. Students complete the self-assessment and write a TO DO list on the backside of the inventory sheet for skills that need to be further developed. Some students will share their TO DO list with the class.

Teacher Follow-Up Activities

The teacher encourages/guides students in the use of the tips and pointers for test taking and study skills and in the use of a planner/agenda.

Counselor reflection notes (completed after the lesson)

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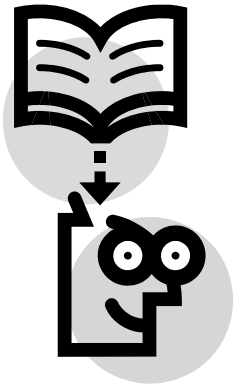
TESTING SKILLS ROCK!

(Sung to the tune of Jingle Bell Rock)
Written by: Shari Sevier

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time…who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!



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TIPS AND POINTERS FOR TAKING TESTS

1. **Be rested, well fed, and prepared (pencils, pens, materials).**
2. **Use complete sentences when answering questions.**
3. **Read the entire question, and all possible answers, carefully.**
4. **Underline or circle key words.**
5. **Make your best guess only when you don't know.**
6. **Eliminate the obvious wrong answers first.**
7. **Make an outline before starting.**
8. **Do easiest questions first.**
9. **Keep your first answer unless you are POSITIVE it's wrong.**
10. **Look for words like "always," "never," "none," etc. They are often false.**
11. **Look for words like "sometimes," "usually," "often," etc. They are often true.**
12. **Check your work before handing it in.**
13. **Check your grammar, spelling, and punctuation.**
14. **Keep trying until the test is finished.**
15. **Make an outline that includes key words/phrases to organize your thoughts.**
16. **Use memory cues to learn facts.**
17. **Don't leave any answers blank.**

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NAME_____ DATE_____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Tick–Tock Goes The Clock Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30-40 minutes each

ESSENTIAL QUESTIONS:

1. What does it mean to use time wisely?
2. How can I manage my time?
3. How can I improve my test scores?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply two study skills and two test taking strategies used to improve academic achievement.		AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion.		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 W.4.1 W.4.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -3 DOK Level -3
2. The student will apply two time management techniques and two organizational techniques necessary for task completion.		AD.4.A.04 AD.4.B.04		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5	AD A	DOK Level -3 DOK Level -3

				L.4.6 W.4.1 W.4.4		

ASSESSMENT DESCRIPTIONS*:

The student will work in small groups to develop a weekly self-management schedule based on a case study.
The student will be able to identify study and test taking skills.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 1-2) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1-2) ___x__ Peer Partner Learning (Ls. 1-2) ___x__ Discussion (Ls. 1-2-3) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1-2-3) ___x__ Cooperative Learning (Ls. 1-2) _____ Jigsaw

				_____ Learning Centers	___x__ Problem Solving (Ls. 1-2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.

Unit #1 Title: Successful Students! **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 30-40 minutes each

Lesson Titles:
Lesson # 1: Dear Sassy Successful Student
Materials and Preparation Suggestions:
Dear Sassy Letters (provided)
Self-assessment (provided)

Lesson # 2: My Time to Shine!
Materials and Preparation Suggestions:
Time Management Template (provided)
My Busy Week Sheet (provided)
Glass Cup (approximately 2 cup clear measuring glass)
Enough garden rocks to fill up the measuring glass
Dry corn or beans (1 cup)
Sand (1 cup)
Bottled water

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. (DOK Level - 3)
AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems

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	3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Unit Essential Questions:

What does it mean to be a successful student?
What qualities does a successful student possess?

Unit Measurable Learning Objectives:

The student will name three study skills strategies and three test taking strategies to enhance academic achievement.
The student will name three methods/strategies for completing assignments on time.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations, Guided & Shared)
_____ Indirect
__X__ Experiential (Simulations, Role-playing, Surveys)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will self-assess his/her current abilities in study and test taking strategies via a written self-assessment.
The student will create a personal weekly time management schedule.

Brief Summary of Unit:
Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous

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year's assessment.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Study skills and test taking strategies, time management and organizational techniques

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Unit 1 Title: Successful Students!

Lesson Title: Dear Sassy Successful Student **Lesson**: 1 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectation (GLE):
AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Dear Sassy Successful Student letters—attached
Self-Assessment--attached

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.

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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will name three study skill strategies and three test taking strategies to enhance academic achievement.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will self-assess his/her ability to utilize study and test taking skills via a written inventory.

Lesson Preparation

Essential Questions:
What study and test taking skills do students utilize to be successful?

Engagement (Hook):
How many of you have heard of an advice column in a magazine or newspaper? What do all of these columnists have in common?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor lists responses to engagement question from students, leading to the fact that these people all give advice.	1. Students participate by suggesting answers to questions.
2. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter.	2. Students listen/participate.
3. Counselor tells the class that each group has two tasks: 1) to come up with helpful study strategies for the letter writer; 2) to come up with a creative way for their group to present	3. Students work in small groups on assigned tasks. Student groups make presentations.

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their advice.	
4. Counselor asks for volunteer students to tell one important thing that they learned about study skills during the lesson.	4. Students share their thoughts.
5. Counselor hands out the study skills self-assessment to all students.	5. Students complete self-assessment.
6. Counselor gives students a chance to discuss their study skills self-assessment. Students will keep these assessments in their portfolios for review in 6th Grade.	6. Students discuss their self-assessment. Students take their self-assessment home and put it in their portfolios in a safe place for review in 6th Grade.

Teacher Follow-Up Activities

Teacher will encourage/guide students in the use of their test taking and study skills, as well as in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME_____ DATE_____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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Dear Sassy,
My teacher gives my class lots of essay and constructed response questions that have lots of parts. I never do very well on these questions. I always miss something. What are some things that I can do to answer these questions better?

Signed,
Missing Parts

Dear Sassy,
My teacher has multiple-choice questions that I have to answer. I always get confused with the choices. There always seems to be at least two good answers. Is there an easy way to figure out the answer?

Signed,
Confused

Dear Sassy,
I never do very well on true/false questions. Do you have any tips so I can do better? I always question my first choice, and it scares me.

Signed,
Scared of T/F

Dear Sassy,
I never feel prepared for a test, even though I studied the night before. What can I do to feel better prepared for the test?

Signed,
Feeling Unprepared

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Dear Sassy,
I go home after school and try to do my homework. Even though I start my homework as soon as I get home, it still takes me until after supper to be finished. My friends say they get their homework done in an hour. What can I do differently?

Signed,
Forever With Homework

Dear Sassy,
When I try to complete my classroom assignments, I always get confused as to what I'm supposed to do. How can I do better remembering what the teacher told me to do?

Signed,
Forgetful

Dear Sassy,
I want to be a good student but no matter how hard I try, I still cannot get good grades. What are some things I can do to become a better student?

Signed,
Striving for Success

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Unit #1 Title: Successful Students**!**

Lesson Title: My Time to Shine! **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectation (GLE):
AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Visual template and Paper copies of a *Weekly Time Management Schedule*—attached
Your Busy Week Sheet--attached
Glass Cup (approximately 2 cup clear measuring glass)
Enough garden rocks to fill up the measuring glass
Dry corn or beans (1 cup)
Sand (1 cup)
Bottled water

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will name three methods/strategies for completing assignments on time.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will work individually to develop a personal weekly time management schedule for use.

Lesson Preparation

Essential Questions:
Why are time management and organizational skills important for students to be successful?
What types of time management and organizational skills do successful students utilize?

Engagement (Hook):
Counselor brings the items listed in material list into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?	1. Students offer responses.
2. Counselor asks the students in what order they think that they can get all of these	2. Two or three students volunteer to respond to this question.

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items to fit into the glass.	
3. Counselor asks what do you think the first thing is that you should put in? Second thing? Third thing?	3. Students raise their hands and give their guesses.
4. Counselor will put the sand in first, then the corn, and then the rocks.	4. Students will observe the counselor putting the different ingredients in.
5. Counselor will say that "As you can tell not all of the rocks will fit in and neither will the water."	5. N/A
6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say "Sometimes we have to shake things up (adjust) in order to get them all to fit."	6. Students will observe the counselor putting the different ingredients in.
7. Counselor will hand out "*Your Busy Week*" worksheet.	7. Students receive the "Your Busy Week" worksheet.
8. Counselor reviews the concept of time management. a. Scheduled tasks/activities that we have to do b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do "Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week."	8. Students listen.
9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the "Your Busy Week" handout.	9. Students follow directions given.
10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.	10. Students fill out the "Your Busy Week" handout. Students receive and complete their weekly schedule.
11. As a closing, have student volunteers tell	11. As individuals respond, the other students

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one thing that they learned from this lesson.	can do thumbs up if that is something new that they learned from the lesson.

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME: _____ DATE: _____

YOUR BUSY WEEK

Scheduled Things I Must Do:

1.
2.
3.
4.
5.
6.

Unscheduled Things I Must Do:

1.
2.
3.
4.
5.
6.

Things I Want To Do:

1.
2.
3.
4.
5.
6.

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Name: _____ Date: _____

WEEKLY SELF-MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Successful Students! Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year's assessment.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it mean to be a successful student?
2. What qualities does a successful student possess?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will name three study skills strategies and three test taking strategies to enhance academic achievement.		AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level - 3 DOK Level - 3
2. The student will name three methods/strategies for completing assignments on time.		AD.4.A.05 AD.4.B.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	DOK Level - 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:

The student will self-assess their current abilities in study and test taking strategies via a written self-assessment.
The student will create a personal weekly time management schedule.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___x__ Demonstrations (Ls. 1-2) ___x__Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __x____Simulations (Ls. 2) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x____Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x___ Brainstorming (Ls. 1) ___x___ Peer Partner Learning (Ls. 1) ___x___ Discussion (Ls. 1-2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___x___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: The Successful Student **Grade Level:** 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout *"Characteristics/Qualities of a Successful Student"* (1 for each student group)

Lesson 2 What's Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let's Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

*Study Skills Tips Ha*ndout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and *Test-Taking Skills Worksheets* (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

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Just Checking Checklist-*Goal-Setting* Sheet for backside
Tips for Setting Goals Information Sheet
Effective Management System Tips Information Sheet
Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3)
AD.4.B.06: Develop and practice a self-management system to promote academic success. (DOK - 4)
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3)
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. (DOK - 3)
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4)
AD.4.B.08: Consistently apply a self-management system to promote academic success. (DOK - 4)

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1 Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1 Identify problems and define their scope and elements

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	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading, writing, discussion, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups; social inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does a successful student look like?
What choices do you make that impact your success as a student?
Why don't we all learn the same way on the same day?

Unit Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.
The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.
The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
__X__ Experiential (Surveys)
__X__ Independent Study (Essays, Learning Contracts)
__X__ Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving

Unit Summative Assessment (acceptable evidence):

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Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:
Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic working vocabulary related to time management skills, study skills, and test-taking skills.

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Unit #1 Title: The Successful Student

Lesson Title: Picturing the Successful Student **Lesson #:** 1 of 4

Grade Level: 6

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.
AD.4.B.06: Develop and practice a self-management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan**.**

Materials (include activity sheets and/ or supporting resources)

Markers and tape
Handout "*Characteristics/Qualities of a Successful Student*" (1 for each student group)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Writing, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.

Lesson Preparation

Essential Questions:
What does a successful student look like?

Engagement (Hook):
What does a successful student look like?

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.	
1. Pose the following question: "What does a successful student look like?" Point out that being a successful student requires more than "looking" successful.	1. Class discussion
2. Divide students into groups and assign group member responsibilities. Give the following instructions: "Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout "*Characteristics of a Successful Student*." Monitor the progress of the group and check for cooperative behavior.	2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter.
3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper.	3. Students share results with the rest of the class.
4. Pose the questions "What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?"	4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success.
5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study.	5. Students reflect on choices made.

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Teacher Follow-Up Activities

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom. The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year. The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

Counselor reflection notes (completed after the lesson)

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Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: _____

2. _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

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Unit #1 Title: The Successful Student

Lesson Title: What's Your Style? **Lesson #:** 2 of 4

Grade Level: 6

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.
AD.4.B.06: Develop and practice a self-management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan**.**

Materials (include activity sheets and/ or supporting resources)

Learning style inventory or other tool to help students find their best method of learning.

Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district's Comprehensive Guidance Program and other curriculum areas.

http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource (this is just one example) on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas. 1 develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships and information, ideas and structures. 7. Evaluate the accuracy of information and the reliability of its sources. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.

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	10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete a learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.

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Lesson Preparation

Essential Questions:
Why don't we all learn the same way?

Engagement (Hook):
The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online.	1. Students will complete (score and interpret) inventory.
2. Divide class by each student's learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above.	2. Students will discuss strategies that can benefit their learning.
3. Ask students if there are some learning techniques they haven't considered before.	3. Students will discuss alternative learning strategies.
4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner.	4. Each student will write a paragraph regarding his or her learning style preferences and with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning.
5. The counselor/instructor will keep copies of student learning style information for	5. Students will record the results of their learning style inventory in their portfolios

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future reference.	and/or another storage system for future reference.

Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles. The counselor may also wish to send copies of the information home with students to make parents aware of their student's learning styles and ways that the student can study more effectively.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: The Successful Student

Lesson Title: Let's Review for Better Achievement **Lesson:** 3 of 4

Grade Level: 7

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Sam the Slacker Story
Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)
Study Skills Tips Handout
Test-Taking Tips Handout
Skill Cards Worksheets (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group)
Blank Activity Sheets: *Self-Management Skills*, *Study Skills* and *Test-Taking Skills Sheets* (One set of three for each group.)
Counselor Resource for Categorizing Skills

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of

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	others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify two or more skills in each of these categories: study skills, test-taking skills, and self-management skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

Lesson Preparation

Essential Questions:
What choices do you make that impact your success as a student?

Engagement (Hook):
Counselor/instructor will share the story of *Sam the Slacker* (or a personal story of someone

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who did not make good academic choices). (Note: change the name of Sam the Slacker if you have a student named Sam)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor/instructor will read the *Sam the Slacker* story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test.	1. Students will identify the decisions/choices Sam made that resulted in his failing the science test.
2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face?	2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.)
3. *Review Study Skill* and *Test-Taking Tips* Handouts 2 and 3. Ask students to identify the skills they use most frequently (and successfully.)	3. Students will identify the skills they use most frequently (and successfully).
4. Divide students into groups of 3 or 4. Distribute the cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations.	4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged.
5. Referring to the "*Sam the Slacker*" story, ask students to provide decisions/choices that could have changed the story's ending, using the skill cards and other information from the class activities.	5. Students review "*Sam the Slacker*" story and identify choices that Sam could have made to earn better grades.
6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans.	6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for

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	themselves. Students will write their goal(s) in their planners or assignment books.
7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.	7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.

Teacher Follow-Up Activities

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

Counselor reflection notes (completed after the lesson)

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Sam the Slacker

Sam has a big test the next day. He has put off studying until the night before the science test. When he gets home, a friend calls and wants him to go to the mall. Sam decides to go, thinking he will study when he gets home. When Sam gets home, he discovers that his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother, so Sam thinks he will study after his grandmother leaves. When his grandmother leaves, his girl friend calls and needs to talk to him about what happened to her in PE. Sam decides he will study for his test when he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. His backpack mess delays him. After searching for 30 minutes, he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It is getting late, Sam is tired, and he falls fast asleep. Since Sam stayed up so late the night before, he doesn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.

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Handout 1: Sample Planning Pages

[MONTH]

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Mon: Assignments		*Tue: Assignments*		*Wed: Assignments*		*Thur: Assignments*		*Fri: Assignments*	
8		8		8		8		8	
9		9		9		9		9	
10		10		10		10		10	
11		11		11		11		11	
12		12		12		12		12	
1		1		1		1		1	
2		2		2		2		2	
3		3		3		3		3	
4		4		4		4		4	
5		5		5		5		5	
6		6		6		6		6	

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HANDOUT 2
Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

Hints for Answering Objective Questions:

Multiple Choice	• **Read the question** • **Try to think of the answer before you look at the choices** • **Read the choices** • **Cross out the wrong ones** • **Pick the most logical answer that remains**
Matching	• **Do the ones you know first and cross them off** • **Do the best you can with whatever is left**
Short Answer	• **If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.**
True/False	• **Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.**

Hints for Answering Constructed Response and Essay Questions:

Constructed Response/Essay	• **Highlight or underline key words in the directions** • **Use prewriting strategies, such as mind maps or outlines** • **Rephrase the question as your topic sentence** • **Write facts about the key words in the question** • **Answer all of the question** • **Use complete sentences**

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HANDOUT 3

Study Skill Tips

1. **Listen actively in the classroom.**
2. **Ask questions in class.**
3. **Write down assignments.**
4. **Keep track of due dates, after-school activities, and family plans with a planner/calendar.**
5. **Ask for help before or after class.**
6. **Have a place at home to study with appropriate materials.**
7. **Complete your homework and hand it in on time.**
8. **Ask your parents or others for help.**

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AD 4 GRADE 7 LESSON 3

Activity Sheet 1 (page 1 of 3): Skill Cards

Cut the cards apart **for students to use in categorizing the skills.)**

Use an assignment book	**Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas**
Have phone numbers for classmates or homework hotline	**Organize your locker and backpack so you can readily find what you need for class and/or studying after school.**
Get organized before you go to bed	**Use in-class study time and study hall time for school work (e.g., assignments or research}**

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Activity Sheet 1 Continued (page 2 of 3): Skill Cards

(Cut the cards apart for students to use in categorizing the skills.)

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

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Activity Sheet 1 continued (page 3 of 3): Skill Cards

(Cut the cards apart **for students to use in categorizing the skills.)**

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	**Keep your mind on the test**
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	**Pace yourself! Answer "easier" questions first without spending too much time on one question**
Think positive thoughts and use relaxation techniques to focus your mind on questions.	**If you have time, review your answers, and change answers ONLY when you are sure they are wrong.**
Get a good night's sleep and eat a good breakfast before the test	**Read all the directions, looking for key words and phrases**

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ACTIVITY SHEET 2: TIME MANAGEMENT SKILLS

Tape Self-Management Skill Cards to this grid

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ACTIVITY SHEET 3: STUDY SKILLS

Tape Study Skills Cards to this grid

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ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)

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Counselor's Resource for Categorizing Skills (see step 4)

STUDY SKILLS

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments i nto smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

TIME MANAGEMENT SKILLS

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)
Create a study plan	Plan for after-school activities

TEST-TAKING SKILLS

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	Keep your mind on the test
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	Pace yourself! Answer "easier" questions first without spending too much time on one question.
Think positive thoughts and use relaxation techniques to focus your mind on questions.	If you have time, review your answers; change answers ONLY when you are sure they are wrong.
Get a good night's sleep and eat a good breakfast before the test	Read all the directions, looking for key words and phrases

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Unit # 1 Title: The Successful Student

Lesson Title: Just Checking **Lesson** 4 of 4

Grade Level: 8

Length of Lesson: 45 min. group session with group and/or individual follow-up sessions

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.
AD.4.B.08: Consistently apply a self-management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Introduction to the Just Checking Lesson
Just Checking Checklist-Goal-Setting activity sheet
Tips for Setting Goals information sheet
Effective Time Management System Tips information sheet

Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions information and ideas while recognizing the perspective of others

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the work place. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Writing, evaluating information, discussion
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.

Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:

What choices do you make that impact your success as a student?

Engagement (Hook):

Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After reading the "*Introduction to Just Checking Lesson"*	1. Students will divide into groups of two to think/pair/share.
2. Ask students to write their definitions of a "management system" (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students' definitions of management system to individual differences in planning/self-management styles.	2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions.
3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson.	3. Students identify and discuss any discrepancies between the model and their personal management systems.
4. Hand out the *Just Checking Checklist* and ask students to complete it using their personal management system as the basis for completion of the checklist.	4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share).
5. Using the *Tips for Setting Goals* information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists.	5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal… Take The steps… GET IT DONE!!

Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

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Counselor reflection notes (completed after the lesson)

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Counselor Resource

Introduction to "Just Checking" Lesson

School and homework! Activities and chores! Sleeping and eating! Ack! Do you feel that everything is piling up? Are you out of control!?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the "Out of Control Time Monster" is taking over your life… I have news for you… You can control your Time Monster, AND…If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? ☺

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Handout

Effective Time Management Tips
The Key to Success in Middle School/Junior High

What management system are you using now? Even if you think you don't, you do have a system in place. How does your system measure up against the following system?

Do you:

* **Use your planner everyday**
* **Review your planner every week at the beginning of the week to help plan your week**
* **Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)**
* **Write clearly and neatly.**
* **Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)**
* **Set weekly goals for yourself and write them down in your planner.**
* **List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)**
* **Schedule time in your planner to study for each test**
* **Set aside a homework time everyday with no distractions—no phone, no TV**
* **If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!**
* **Use study halls to study**
* **Ask for help as soon as you realize you don't understand**
* **Keep all assignments, handouts, tests, etc., that are given back**
* **Always record assignments as soon as they are given**
* **Always use study time**
* **Form a study group**
* **Take notes and keep them organized and labeled**
* **Do your best on every assignment**

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Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5

2. I understand what I have written in my planner.

1	2	3	4	5

3. I use my planner to get necessary books/materials home.

1	2	3	4	5

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5

6. I write down my weekly goals. (*Goals written are more likely attained.)*

1	2	3	4	5

7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5

8. I schedule time in my planner to study for each test.

1	2	3	4	5

What is working well for you?

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Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.

2. Goals must be personal. They must be about you, not someone else.

3. Goals must be measurable. You need to know when you have achieved your goal.

4. Goals must have realistic time limits.

5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.

6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)

7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

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Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self-efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: The Successful Student Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies. 6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles. 7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills. 8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*. NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades. The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What does a successful student look like?
2. What choices do you make that impact your success as a student?
3. Why don't we all learn the same way on the same day?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06: Develop and practice		RI.6.1 RI.6.4	AD A Students will	DOK – 3

		study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success. AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – 4 DOK – 3 DOK – 3 DOK - 4 DOK – 4
2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.		AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4
4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

ASSESSMENT DESCRIPTIONS*:

Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement

	Grade 8: Lesson 4 Just Checking
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
__x___ Structured Overview (Ls. 4) _____ Lecture __x___ Explicit Teaching (Ls. 4) _____ Drill & Practice __x___ Compare & Contrast (Ls.2- 4) _____ Didactic Questions _____ Demonstrations __x____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	___x__ Problem Solving (Ls. 3) ___x__ Case Studies (Ls. 3) _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1-2-3- 4) _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping(Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls.2- 4)	___x__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons ___x__ Learning Contracts (Ls. 4) _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1-3-4) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1-4) ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Learning for Life **Grade Level:** 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students - Searching for Solutions: Improving Student Study Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html Information over the *PSAT* DVD presentation may found at www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

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Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

American School Counselor Association (ASCA) National Standards:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*
The student will identify at least one study skill habit, which he/she views as a personal strength.
The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.
The student will complete a personal master calendar for the current school year.
Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.
The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.
The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

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The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.
The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview, Compare & Contrast, Demonstrations)
_X_ Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
_X_ Experiential (Role-Playing, Surveys)
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Brief Summary of Unit:
This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

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Unit #1 Title: Learning for Life

Lesson Title: Study Skills Workshop **Lesson:** 1 of 6

Grade Level: 9

Length of Lesson: 2 class periods

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectation (GLE):
AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Personal Study Skills and Habits Review Survey
Study Skills Tip Sheet
*MSCA Pointers for Students - Searching for Solutions: Improving Student Study-Skills (*Found at www.moschoolcounselor.org\publication_resources\pointer_for_parents or call the Missouri School Counselor Association 1-800-264-6722 or email *msca@mvp.net* for copies.)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet*. The student will identify at least one study skill habit which he/she views as personal strength(s). The student will also identify at least one study skill habit to improve upon in order to reach his/her goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Assessment for this lesson will be through observation of individual student participation in class discussions. The counselor will monitor the quantity and quality of contributions of individuals. The counselor may choose to collect student checklists to identify individuals that need assistance with specific study-skill strategies.

Lesson Preparation

Essential Questions:
Do personal habits influence study habits?
What are my strongest study-skill strategies?
What study-skill strategies do I need to improve in order to be successful in high school?

Engagement (Hook):
Discussion of personal habits, both effective and ineffective. Transition this into a discussion of ways personal habits influence the development of effective study habits.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will begin the class with the question, “What is a habit?” This question may be placed on an overhead, chalkboard or asked verbally. This will lead to a discussion about habits both positive and negative. The counselor will need to keep the discussions about positive and negative habits appropriate.	1. Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits.

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2. Counselor will transition this discussion into personal study-skills habits/strategies. The counselor will ask, "Do you use study-skills habits?" Allow for the students to give responses and place those responses on an overhead or chalkboard; facilitate a brief discussion about how these habits/strategies were developed and/or learned.	2. Students will tell a partner about the study-skill habits/strategies they developed before coming to high school. (Variation: In groups of 4 or 5, students will create "posters" depicting study skills that have been helpful in their prior learning situations)
3. The counselor will then pass out the *Personal Study Skills* and *Habits Review Survey*. Allow time for the students to complete both the survey and the questions at the end of the survey.	3. Students will complete the *Personal Study Skills and Habits Review Survey* and answer the questions at the end of the survey.
4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (**NOTE:** This may need to be the start of the second day)	4. Students will participate in the class discussion and offer personal insights as to their strong study-skill habits and ones they may need to improve in order to achieve their goals.
5. Pass out the *Study Skills Tip Sheet*" to all students. The counselor will go over the tips sheet with the students. He or she will explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The counselor will instruct students to read *Study Skills Tip Sheet* and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.	5. Students should read over the *Study Skills Tip Sheet* and identify the tips they will begin using.
6. The counselor may choose to collect the student's survey sheet. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits. The completed surveys will be maintained in	6. Students will turn in their survey sheets to the counselor.

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students' portfolios (or other storage system).	

Teacher Follow-Up Activities

A possible follow-up activity for the classroom teacher would be to choose one study-skill habit/strategy that a majority of students indicated as "weak" and implement that strategy in the classroom. The classroom teacher could spend some time teaching that study-skill habit to the students in his/her classroom.

Another possible classroom follow-up activity would be to have a question on the next test that asks the students to list the study-skill habits/strategies that they used to prepare themselves for the test. They could also have a classroom discussion while going over the test that would include how students studied for the test and identify the habits that provided the best test results.

An additional possible follow-up activity would be for the classroom teachers to introduce a new study-skills habit/strategy at the beginning of each unit. The classroom teacher could stress the importance of using the new habit/strategy as well as others to study and review materials for the unit test.

Counselor reflection notes (completed after the lesson)

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Personal Study Skills and Habits
Review Survey

Name: _____ Grade: _____ Date: _____

DIRECTIONS: Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert / rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listening to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meaning of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself what is due?			

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Review your survey responses, then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful? Why or why not?

_____

_____

_____

_____

_____

2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

_____

_____

_____

_____

_____

3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

_____

_____

_____

_____

_____

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Study Skills Tip Sheet

Name: _____ Grade: _____ Date: _____

General Study-Skill Tips:

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and project along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study everyday as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

Note-Taking Tips:

Good note-taking habits can improve your ability to learn and shorten the time needed to prepare for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
   a. Writes on the board or overhead.
   b. Says are important to remember.
   c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.
6. Read over your notes as soon as possible after class.

Textbook Reading Tips:

Being able to read for content and take notes out of your textbook will allow for you to better understand big ideas and the vocabulary of the unit you are studying.

1. Get the "Big Picture" first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Use the SQ3R system (this system is best used over a period of a few days):
   a. Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
   b. Question: After skimming the chapter, write down two or three questions about the chapter or section.
   c. Read: Read the chapter carefully while taking outline notes of what you are reading.
   d. Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter ("b" above).
   e. Recite: Quiz yourself over the main concepts of the chapter.

Test-Taking Tips:

Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
   a. Have several study sessions prior to the test day.

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b. Do not cram the night before!
c. Anticipate/predict test questions. Creating a practice test can help with this.
d. Complete any review sheets a teacher gives you.
e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.

2. During the test:
   a. Relax and take slow deep breaths if you need to calm yourself down.
   b. Look over the entire test first.
   c. Manage your time so that you are able to complete all sections.
   d. Read all directions very carefully.
   e. Answer questions you know first.
   f. Circle questions you can't answer; go back and answer them last.
   g. Review all your answers before turning in your test.

3. After the test:
   a. Read any comments made by your teacher.
   b. Correct any wrong answers so you can use the test as a way to learn more about a subject…AND to study for finals.
   c. Talk with your teacher if you have any questions about an answer.

<u>Short Hand Tips:</u>
Developing a short hand or abbreviation system will allow you to take notes in less time.

1. Abbreviate words by:
   a. Dropping middle letters such as "cont'd" (continued).
   b. Dropping endings of words such as *"Oct." (October).*
2. Use common symbols such as:
   a. i.e. -- for "that is"
   b. e.g. -- for "for example"
   c. w/ -- for "with"
   d. w/o -- for *"without"*
3. Develop your own common symbols for words that you use frequently in note taking.

<u>Tips for Keeping Focused while Studying</u>:
Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!

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Unit 1 Title: Learning for Life

Lesson Title: Making Your Own Master Calendar **Lesson:** Lesson 2 of 6

Grade Level: 9

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectation (GLE):
AD.4.B.09: Review and build upon educational skills necessary to progress toward life-ling learning goals.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Provide students with a school year calendar. (Students may already have one in their school planner.)
Students may also make their own school year calendar by dividing paper into the 9 different months.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a personal master calendar for the current school year.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Completed Personal Master Calendar for the present school year.

Lesson Preparation

Essential Questions:
How do I spend my time?

Engagement (Hook): Make up a high school announcement sheet with several time conflicts for activities. Discuss the time demands that each student has such as: homework, activities, family, friends, and chores.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read announcements (real or fake), or have coaches/activity advisors interrupt and make announcements during the class.	1. Listen.
2. Ask students the steps they follow to plan their time.	2. Volunteers discuss how they plan their time.
3. Go over the school calendar with the class. Have students put their birthdays and other important dates on their calendars.	3. Students will write important dates on their calendars (end of quarters, special events).
4. Have school activity schedules available and share information with the students.	4. Students add information that is important to them.
5. Ask students to write dates important to them on their calendars.	5. Students continue to fill out calendars.

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6. Discuss how conflicts may occur and how to avoid them.	6. Participate in a group discussion about conflicts and priorities.

Teacher Follow-Up Activities

At the beginning of each month ask the teacher to review calendars with students, or have students take out their Personal Master Calendars when announcements are read.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Strategies for Taking Standardized Timed Tests **Lesson #** 3 of 6

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply educational skills necessary to progress toward life-long learning goals.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials (include activity sheets and/ or supporting resources)

Individual student reports from standardized tests
PLAN PowerPoint presentation (may be downloaded from www.act.org/plan.index.html)
PSAT/NMSQT DVD presentation (may found at www.collegeboard.com)
Test Prep information may downloaded from either website listed above

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics

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		6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students list or discuss possible ways to improve their test scores.

Lesson Preparation

Essential Questions:
How do study strategies lead to $$ (dollars) for post-secondary education?
What study strategies do I use in order to best prepare myself for standardized test?

Engagement (Hook):
Counselor leads a discussion of what programs colleges and universities use as their minimum cut off scores on standardized tests for scholarship money. Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.	1. Students will observe and look over the scholarship information.
2. Students' individual score reports will be handed out.	2. Students will look over their score reports.

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3. Counselor will begin a discussion about individual score reports. The use of the *PLAN* PowerPoint or *PSAT* DVD presentation may be used to enhance information.	3. Students participate in the discussion.
4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.	4. Students will offer input as to ways to improve their own academic skills and standardized test scores.
5. Introduce websites (listed above in the Materials section) for students to visit.	5. If computers are available, students may access the test- prep websites. If not, test prep information from the test publisher may be given distributed to students.
6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.	6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.

Teacher Follow-Up Activities

Teachers can post notices listing upcoming testing dates for standardized tests.
Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Prioritizing Time **Lesson:** 4 of 6

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials (include activity sheets and/ or supporting resources)

Student planners
Index Cards

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will create a list of their top 4 time priorities/commitments.

Lesson Preparation

Essential Questions:
How do I avoid time conflicts in my daily schedule? What are my priorities?

Engagement (Hook): Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, ask students how the conflict could have been avoided.	1. Group discussion about ways the conflict could have been avoided.

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2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did.	2. Students will write a description of their situations and the action taken to resolve time conflict.
3. Put all responses in a hat and pull out a situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.	3. Students participate in/observe/discuss skits.
4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?	4. Group discussion, regarding priorities, commitments and decision-making.
5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)	5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.
6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.	6. Students will turn in the list of their top 4 priorities.

Teacher Follow-Up Activities

Discuss specific class, work, family, and/or other time priorities.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Progressing Toward Graduation **Lesson:** 5 of 6

Grade Level: 11

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials (include activity sheets and/ or supporting resources)

Personal Plans of Study and credit checks

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and evaluate his/her *Personal Plan of Study* and credit checks to ensure progression toward meeting graduation requirements and postsecondary goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate on time.

Lesson Preparation

Essential Questions:
What do I still need to do in high school to be successful and attain my goals after graduation?

Engagement (Hook): Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask volunteer students to describe how they plan to achieve graduation goals.	1. Students will read their paragraphs and describe how they plan to attain those goals.
2. Discuss the possible options students have after graduation. Four-year College/ University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation.	2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1.
3. Class discussion over what has to be accomplished in high school in order for	3. Students give suggestions as to what they need to do in order to meet their

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their goals to be attained.	post-secondary goals.
4. Pass out student *Personal Plans of Study* and credit checks and go over the plans with the students.	4. Students will review information on their plans and adjust their plans according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and describe the steps needed to attain them.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Self Assessment of Time Management, Study and Test-Taking Skills **Lesson** 6 of 6

Grade Level: 12

Length of Lesson: 1 to 2 class periods

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectations (GLEs):
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.
AD.4.B.12: Exhibit self-management skills necessary for educational achievement.

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

9-12 Summative Evaluation for AD 4

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative self-evaluation for the Learning for Life Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson. It may be photocopied for your students' use.

Lesson Preparation

Essential Question: How do time management, study, and test-taking skills influence life long learning and your attainment of personal goals?

Engagement (Hook): How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating.

Self Management -Show Me. (watch for students' ratings)
Study Skills -Show Me. (watch for students' ratings)
Testing Taking Skills - Show Me. (watch for students' ratings)

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will give each senior Part One of the *9-12 Summative Self-Evaluation for AD 4*. Part One allows for each senior to rate himself or herself in the areas of time management, study skills, and test-taking skills.	1. Students will rate themselves *Good*, *Average*, or *Poor* for 27 skills they have learned throughout their educational experience.
2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest.	2. In pairs students will describe their strongest and weakest skills and discuss the implications for their success with their partners.
3. The counselor will administer Part Two of the *9-12 Summative Self-Evaluation for AD 4*. Part Two allows each student to identify and discuss situations in which specific skills were used and situations in which he or she didn't have the specific skills to be successful.	3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices.
4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner.	4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills.
5. The counselor will administer Part Three of the *9-12 Summative Self-Evaluation for AD 4*. Part Three encourages learners to project how they will use the three skill areas (Time Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning.	5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a lifelong learner.
6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the students' *AD 4 Summative Self-Evaluation*, copy them and place one in the student's permanent folder	6. Students submit their completed *AD 4 Summative Self-Evaluation*, so the counselor can copy them and return the original to student.

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and return the original to student.	

Teacher Follow-Up Activities

One possible follow-up activity would be for teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. Teachers may be able to incorporate these skills into future lessons to help the students continue to develop.

Counselor reflection notes (completed after the lesson)

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 1: LIFE-LONG LEARNING SKILLS SURVEY

1. How do you rate yourself on the following self-management skills? (Circle answer)

a. Writing down assignments/tests/projects	Good	Average	Poor
b. Turning in homework on time	Good	Average	Poor
c. Getting academic help when needed	Good	Average	Poor
d. Having a scheduled studying time	Good	Average	Poor
e. Keeping my school and personal materials organized	Good	Average	Poor
f. Having a place at home to study with materials	Good	Average	Poor
g. Managing my time during my daily schedule	Good	Average	Poor
h. Attending school regularly	Good	Average	Poor
i. Being on time to school and/or work	Good	Average	Poor

2. How do you rate yourself on the following study-skills? (Circle answer)

a. Listening actively in class	Good	Average	Poor
b. Asking questions in class	Good	Average	Poor
c. Reviewing class notes	Good	Average	Poor
d. Knowing/understanding topic-specific vocabulary	Good	Average	Poor
e. Being prepared for class	Good	Average	Poor
f. Outlining readings from textbooks	Good	Average	Poor
g. Taking effective notes	Good	Average	Poor
h. Working with others in small groups	Good	Average	Poor
i. Identifying personal learning style	Good	Average	Poor
j. Adapting to different teaching styles	Good	Average	Poor

3. How do you rate yourself on the following test-taking skills? (Circle answer)

a. Knowing how to develop a test-taking plans	Good	Average	Poor
b. Identifying key words in true/false questions	Good	Average	Poor
c. Knowing strategies for multiple-choice questions	Good	Average	Poor
d. Knowing how to write essay responses	Good	Average	Poor
e. Knowing how to write a constructed response	Good	Average	Poor
f. Having strategies for taking timed tests	Good	Average	Poor
g. Being prepared for open-note tests	Good	Average	Poor
h. Checking your test answers	Good	Average	Poor
i. Knowing strategies to relieve test anxiety	Good	Average	Poor

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4. Please list the skill that you think you are the best prepared for each in of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

5. Please list the skill that you think you are the least prepared for in each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:

   A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.

_____

_____

_____

_____

_____

_____

_____

_____

   B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

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2. From a personal perspective, what skills will be important to your success as you work to achieve your post-secondary goals? List the skills on the chart below.

4-Year College	**2-Year College**	**Work**	**Military**	**Other: _____**
Skills needed	Skills needed	Skills needed	Skills needed	Skills needed

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy." This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Learning for Life This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.	**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) **CLASS PERIOD (min.):** 1 to 2 class periods

ESSENTIAL QUESTIONS:

1. How do people develop habits?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3 DOK 4 DOK – 4 DOK - 4

		AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B12: Exhibit self-management skills necessary for educational achievement.				DOK – 4 DOK – 4 DOK – 4 DOK - 2
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK – 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2

ASSESSMENT DESCRIPTIONS*:

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
	See:
1	Lesson 1 Grade 9 Study Skills Workshop
2	Lesson 2 Grade 9 Making Your Own Master Calendar
3	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests
4	Lesson 4 Grade 10 Prioritizing Time
5	Lesson 5 Grade 11 Progressing Toward Graduation
6	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills
7	
8	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See:
2	Lesson 1 Grade 9 Study Skills Workshop
3	Lesson 2 Grade 9 Making Your Own Master Calendar
4	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	Direct: __x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 3) _____ Drill & Practice __x___ Compare & Contrast (Ls. 3) _____ Didactic Questions __x___ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __x___ Problem Solving (Ls. 2-3) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 5) __x___ Reflective Discussion (Ls. 3-5-6) __x__ Writing to Inform (Ls. 5) _____ Concept Formation _____ Concept Mapping __x___ Concept Attainment (Ls. 4-5-6) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 4) _____ Model Building __x___ Surveys (Ls. 1-6)	**Independent Study** __x___ Essays (Ls. 6) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __x___ Role Playing (Ls. 4) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2-4-5) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 6) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 3-4) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Transition into Kindergarten **Grade Level:** Kindergarten

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson # 1: Life Before Kindergarten
Materials/Special Preparations Required
4 puppets
"The Things I learned before Kindergarten at _____." Activity Sheet
Crayons/markers

Lesson # 2: Life in Kindergarten
Materials/Special Preparations Required
3 puppets
The things I've learned in Kindergarten To Be Successful Activity Sheet
Crayons/markers

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.0K: Identify how school expectations are different from home, day-care, or pre-school. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How is being in kindergarten different from what you did last year?
How is kindergarten the same as last year?

Unit Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.
The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast)
__X__ Indirect (Reflective Discussion)
__X__Experiential (Role-playing)
_____Independent Study
_____ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Brief Summary of Unit:
In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Vocabulary: Expectations, Day Care, Preschool, Differences

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Unit #1 Title: Transitioning to Kindergarten

Lesson Title: Life Before Kindergarten **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.0K.: Identify how school expectations are different from home, daycare, or preschool.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

4 Puppets
Student activity sheet. *Things I learned before Kindergarten at* _____.
Crayons/markers

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to draw two pictures of their learning experiences before Kindergarten.

Lesson Preparation

Essential Questions:

How is school behavior different from behavior at home, daycare, or preschool? What do students do when they don't understand what to do at school?

Engagement (Hook):

Counselor will dialogue with puppets about puppets' previous learning experiences.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will bring students together and sit in a circle. Counselor will introduce the home puppet, babysitter puppet, daycare puppet, and preschool puppet and interview them about their previous experiences. Four students are selected to be puppeteers. The counselor will point to the puppet to indicate when they are to talk. When the counselor talks for the puppet the students will move the mouth of the specific puppet. Where did you go to preschool/ daycare? What kind of things did you do when you stayed at home all day? What kinds of things did you do at preschool/daycare? Did you have certain rules? What did you learn?	1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers.
2. Counselor will ask students to respond to the following: a. Stand up if you went to preschool.	2. Students stand up based on their previous learning experiences. After each request students will sit down.

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Then instruct students to sit down. b. Stand up if you went to daycare. Then instruct students to sit down. c. Stand up if you stayed at home with a parent. Then instruct students to sit down. d. Stand up if you went to a babysitter. Then instruct students to sit down.	
3. Counselor will have students go back to their desks/tables. Counselor will pass out the student "The things I learned before Kindergarten at _____." Activity Sheet. Students will draw a picture of two things they did or two expectations in their previous learning situation (home, pre-school).	3. Students will draw pictures of two things they did or two expectations during their previous learning situation.
4. The counselor will collect and store student's work until next session. Next session the students will be asked to identify expectations they have learned about in Kindergarten.	4. Students will complete their drawings and turn it in to the counselor.

Teacher Follow-Up Activities

The teacher may want to review the students' drawings of differences in experiences.

Counselor reflection notes (completed after the lesson)

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The things I learned before Kindergarten at _____.

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Unit #1 Title: Transitioning to Kindergarten

Lesson Title: Life in Kindergarten **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.0K: Identify how school expectations are different from home, daycare, or preschool.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

4 Puppets
"The things I've Learned in Kindergarten To Be Successful" Activity Sheet.
Crayons/markers

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to draw two pictures that depict the differences between their previous learning experiences and Kindergarten.

Lesson Preparation

Essential Questions:

Is school behavior different from behavior at home, daycare, or preschool?
What do students do when they don't understand what to do at school?

Engagement (Hook):

Counselor will dialogue with the four puppets from last session about what is expected of them in Kindergarten. Four different students will be selected as puppeteers as they were in the last session.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will review the information discussed in the last lesson. The counselor passes out *The Things I've Learned In Kindergarten to be Successful* Activity Sheet. Students will draw a picture of two things the teacher expects of them in Kindergarten.	1. The students will complete their pictures about Kindergarten.
2. When the activity sheet is completed the students will make a sharing circle in the middle of the room. Distribute activity sheets competed during lesson 1-*The Things I Learned Before Kindergarten*. Students will share their pictures and compare the difference between their previous learning experience and their	2. Students will share their pictures and compare the differences in their prior learning experiences and what is expected. 3. Students will turn their pictures in to the

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Kindergarten experience. 3. The counselor will collect the pictures and discuss them with the classroom teacher.	teacher and/or counselor.

Teacher Follow-Up Activities

The teacher will review the students' drawings of their experiences so that he or she is aware of prior experiences.

Counselor reflection notes (completed after the lesson)

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The things I've learned in Kindergarten to Be Successful...

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Transition into Kindergarten In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is being in kindergarten different from what you did last year?
2. How is kindergarten the same as last year?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least two expectations of his/her previous environment.		AD.5.A.0K: Identify how school expectations are different from home, day-care, or pre-school.		RF.K.2 L.K.5 L.K.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify at least one way kindergarten is different than his/her previous learning experiences.		AD.5.A.0K		RF.K.2 W.K.8 SL.K.5 L.K.5 L.K.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*: Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.					
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction				
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: What do First Graders Look and Act Like? **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of the school year

Lesson Titles:
Lesson # 1: Portrait of a First Grader
Materials/Special Preparations Required:
Large piece of bulletin board paper or two pieces of chart paper taped together
Markers
Puppet

Lesson: # 2: "I am a First Grader"
Materials/Special Preparations Required:
Large drawing of a body profile from the previous lesson
Markers or crayons
Student Activity Sheet *"I am a First Grader"*

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.01: Identify increased school expectations. (DOK Level -2)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How do expectations change?

Unit Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.
The student will identify and write six activities associated with first graders.

Unit Instructional Strategies/Instructional Activities:

___ Direct
_X_Indirect (Formation concept)
___ Experiential
___ Independent Study
_X_Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will identify activities and expectations for students in first grade and write them on an activity sheet.

Brief Summary of Unit:
First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a "model student" drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual "person" outlines or papers.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Kindergarten or pre-school experience.
Vocabulary: think, do, feel

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Unit #1 Title: What do First Graders Look and Act Like?

Lesson Title: Portrait of a First Grader **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.01: Identify increased school expectations.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Large piece of bulletin board paper or two pieces of chart paper taped together
Puppet
Markers

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will generate ideas of the things that a 1st grade student thinks, does and feels based on a model on bulletin board paper.

Lesson Preparation

Essential Questions:

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

A puppet is used to ask students what a 1st Grade student thinks, does and feels.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will pick a student and trace that student's body onto a piece of bulletin board paper on the floor. The rest of the students will sit in a circle around the paper.	1. One student will need to lie on the paper so that the counselor can trace the student.
2. Counselor will ask students the following: a. What does a 1st Grader think about friends, schoolwork, and play? b. What does a 1st Grader do with friends, schoolwork, and play? c. What does a 1st Grader feel about friends, schoolwork, and play? Counselor will write the responses from the students in marker on the paper silhouette.	2. Students will raise their hands and share their responses.
3. Counselor will look at the completed body and discuss the ideas that were generated.	3. Students will participate in discussion.

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4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.	4. Student will share their individual ideas about 1st grade.
5. The counselor tells students that during the next lesson they will be making their own body profile describing their thoughts, things they like to do in first grade and their feelings about first grade.	5. Students respond or ask questions before ending the lesson.

Teacher Follow-Up Activities

Teacher could determine where in the classroom or hallway the completed body on the bulletin board paper could hang until the next lesson.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: What do First Graders Look and Act Like?

Lesson Title: "I am a First Grader" **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.01: Identify increased school expectations.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Large drawing of a body profile from the previous lesson
Markers or crayons
Student Activity Sheet, *"I am a First Grader"*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify and write six activities associated with first graders.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will write or copy on student activity sheet things that a 1st Grade student thinks, does, and feels based on the large model or on their own ideas.

Lesson Preparation

Essential Questions:

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will review the information on the body profile.	1. Students participate in the review.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.	2. Students share why Freddie would or would not be a good student in first grade.
3. Counselor will give each student a copy of the Activity Sheet "I am a First Grader". He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas.	3. Students will complete the activity sheet.
4. Students will sit in the sharing circle and share one idea from their activity sheet.	4. Students will share their ideas.

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5. The counselor collects the activity sheets to share with the classroom teacher.	5. Students turn in their activity sheets so the counselor can share the information with the teacher.

Teacher Follow-Up Activities

The teacher reviews the activity sheet that the students have completed and then gives them back to the students to take home.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

"I am a First Grader"

What I think: _____

_____

_____

What I do: _____

_____

_____

How I feel:_____

_____

_____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: What Do First Graders Look and Act Like? First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a "model student" drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual activity sheets.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each
ESSENTIAL QUESTIONS: 1. How do expectations change?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will name two thoughts or activities that are associated with a first grader.		AD.5.A.01: Identify increased school expectations.		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify and write six activities associated with first graders.		AD.5.A.01		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 5 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*: The student will identify activities and expectations for students in first grade and write them on an activity sheet.	
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __x___ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x___ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Great Expectations! **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:
Lesson #1: 2nd Grade Great Expectations
Materials/Special Preparations Required
2nd Grade Expectations Game Cards (cards will need to be cut apart before the lesson)
Paper, pencils, and crayons for each student.
Chart paper and markers, dry erase boards and dry erase markers, or chalk and chalkboards.

Lesson # 2: I am Proud To Be a 2nd Grader
Materials/Special Preparations Required
Paper, pencils, and crayons for each student.
Smart Board, Chart paper/Markers, Dry-erase Boards/Markers.
Student Activity Sheet *"I'm Proud To Be a 2nd Grader"*

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.02: Develop strategies to meet increased school expectations. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

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	2. Develop and apply strategies based on ways others have prevented or solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How is your life different as you get older?

Unit Measurable Learning Objectives:

The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.
The student will write a sentence and draw a picture of what these strategies are.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared reading, listening viewing, thinking)
_X_ Indirect (Writing to Inform; Concept Formation)
_X_ Experiential (Games)
___ Independent Study
___ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will write a sentence and draw a picture of an expectation for students in second grade.
Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Brief Summary of Unit:

Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do an (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will

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identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the Smart Board or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Previous school expectations.
Vocabulary: compare, behavior

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Unit #1 Title: Great Expectations!

Lesson Title: 2nd Grade Great Expectations **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.02: Develop strategies to meet increased school expectations.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

2nd Grade Expectations game cards (cut apart prior to lesson)
Coloring materials provided by the students
Chart paper, dry erase board, or chalk board

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify at least 10 expectations for second grade students from an array of 22 choices.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify expectations of second grade students from a pool of choices.

Lesson Preparation

Essential Questions:
How do expectations change over time? Why do expectations matter?

Engagement (Hook):
How many of you like to play games? Today we are going to play the *2nd Grade Expectation* game. What is important to do when you play a game with others as a 2nd grader? (e.g. respectful, responsible behavior, play fair)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: *The counselor will cut up the game cards from the game sheet before the lesson starts.*	
1. Counselor shares with the students that they are going to play the *2nd Grade Expectations* … game.	1. Students sit in circle and participate in the game when selected.
2. Before the game starts, the counselor will draw the following graphic organized chart. On the chart paper they will write in the middle *2nd Grade Expectations*. Divide the	2. Students will review the use of the graphic organizer illustration.

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lists into two sides (appropriate behavior and inappropriate behavior): 2nd Grade Expectations Appropriate Behavior | Inappropriate Behavior	
3. Game Directions: Individual students will be selected to draw a game card and read it out loud. A second student is selected to determine if the statement is an appropriate or inappropriate expectation for a 2nd grader in school. They then tape the card under the correct column on the chart paper.	3. Students will play the game and decide which behaviors are appropriate or inappropriate 2nd grade expectations.
4. After all cards are drawn the counselor will review the behaviors, which were appropriate and or inappropriate with the students.	4. The students will discuss why behaviors are appropriate or inappropriate.
5. After the game and discussion the counselor shares with students that they will keep the chart for the next lesson. During the next session they will continue to discuss the expectations for 2nd graders in school.	5. Students will participate in the conclusion of the lesson.

Teacher Follow-Up Activities

Teacher will review the chart and reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

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***2nd Grade Expectations* … Game Cards**. Cut out cards before starting the lesson.

Put on a bathing suit to come to school this morning.	You got yourself up this morning.
Mom gave you coins this morning for lunch money.	You dressed yourself this morning.
Stayed up until midnight last night to complete all of your assignments or homework.	You listen carefully in class.
Do your homework without being told.	You crawl on the floor when lining up to go to P.E.
Put your name on your paper.	Follow school and classroom rules.
You push kids in line.	Keep your desk/table space organized.
You drink from a baby bottle at lunch.	Do your best in class.
Like to get along with people.	Throw things at others on the playground.
You sit in your seat at school.	You cheat when playing a game at recess.
You raise your hand in class.	You laugh at others when they make a mistake.
You show respect to others.	You throw paper on the floor in class.

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Unit #1 Title: Great Expectations!

Lesson Title: I am Proud To Be 2nd Grader **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.02: Develop strategies to meet increased school expectations.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Student Activity Sheet *I'm Proud To Be a 2nd Grader*
Coloring materials provided by the students
Chart paper from the last class

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify and express an expectation for 2nd grade students by drawing a picture and writing a sentence.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will write a sentence and draw pictures of what is expected of them in 2nd grade.

Lesson Preparation

Essential Questions:
What happens when a student doesn't meet the expectations of what is needed to be a successful student at their grade level? Why are expectations important? How do expectations change?

Engagement (Hook):
Post the chart used during the last lesson. Review the chart of 2nd grade expectations with students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review chart below. 2nd Grade Expectations Appropriate Behavior | Inappropriate Behavior	1. Students will review the illustration.
2. After reviewing the chart the counselor will hand out the student activity sheet, *I'm Proud To Be a 2nd Grader*. Counselor will	2. Students will complete the activity sheet.

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ask students to draw a picture of a skill or behavior they need to do in 2nd Grade to be successful. Students will write a brief sentence or paragraph of why this behavior is an important expectation for a 2nd grader.	
3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules. a. Take turns b. Share ideas responsibly. c. Listen respectfully to others' ideas.	3. Students will divide into small groups and discuss ideas (following the group rules) about ways to demonstrate 2nd grade pride.
4. The counselor asks each group to share some of the ideas discussed in the small groups *I Am Proud To Be a 2nd Grader*.	4. Students share ideas with the class.
5. The counselor will collect the sheets and share them with the classroom teacher.	5. The students turn in their activity sheets to the counselor.

Teacher Follow-Up Activities

Teacher will review the student sheets and send them home with the students to share with their parents. Teacher can reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

Name: _____

"I'm Proud to Be a 2nd Grader"

Draw a picture of a positive expectation for a 2nd grade student.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self-efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Great Expectations! Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do and (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the chalkboard or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is your life different as you get older?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.		AD.5.A.02: Develop strategies to meet increased school expectations.		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will write a sentence and draw a picture of what these strategies are.		AD.5.A.02		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A.	Level 3

ASSESSMENT DESCRIPTIONS*:

Students will write a sentence and draw a picture of an expectation for students in second grade.
Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2	See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grade

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)r				
1 2	See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grader				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared (Ls. 2) – reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion __x___ Writing to Inform (Ls. 2) __x___ Concept Formation (Ls. 1) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: How to Succeed in Third Grade **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of 3rd grade

Lesson Titles:
Lesson # 1: Acting Like a Third Grader (Part 1)
Materials/Special Preparations Required:
Chart paper and markers (smart board, dry erase board could be used)
4 hats with K, 1,2, and 3rd grade signs
Activity Sheet - Skit Script Sheet and pencils

Lesson # 2: Acting Like a Third Grader (Part 2)
Materials/Special Preparations Required:
Chart paper from last lesson
1 hat
Activity Sheet - Skit Script Sheet and pencils

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.03: Revise and practice strategies to meet increased school activities. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic School
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented and solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

What do people expect you to do?

Unit Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations)
_X_ Indirect (Reflective Discussion)
_X_ Experiential (Role-playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Peer Partner Learning; Discussion; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Brief Summary of Unit:

Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Develop strategies to meet increased school expectations
K, 1, 2 expectations
Vocabulary: Expectations

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Unit #1 Title: How to Succeed in Third Grade

Lesson Title: Acting Like a Third Grader (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.03: Revise and practice strategies to meet increased school activities

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Chart paper and marker for chart paper.
4 hats with K, 1,2, and 3rd grade signs
Activity Sheet - Skit Script Sheet and pencils

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will work as teams to write skits exemplifying skills and behaviors expected of third grade students.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Counselor brings in four different hats. On each hat the following is written: Hat 1 – Kindergartener, Hat 2 – 1st Grader, Hat 3 – 2nd Grader, Hat 4 – 3rd Grader. The counselor can put on each hat or select four different students to wear the hats. If students wear hats, make sure you only let one student wear the hat and then wash the hats after the activity. Tell a little story about the different school expectations of K, 1, and 2 or have student contribute ideas to the story. Talk about academic and social expectations. Then lead in to the lesson of what is expected of a successful 3rd grade student.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students how 3rd grade is going so far. What are the differences between 2nd grade and 3rd grade?	1. Students will raise their hands and share how 3rd grade is going so far. Students will share the differences from 2nd grade to 3rd grade?
2. Counselor asks students to brainstorm expectations for successful 3rd grade students. The counselor will write ideas on the chart paper as students brainstorm. They will look at this list and highlight the	2. Students will brainstorm expectations for 3rd grade.

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ones that are new for 3rd grade. Some skills will be continued from grade to grade.	
3. You are going to be skit writers and actors. The counselor will divide students into small groups of 3 or 4 students.	3. Students develop a skit and then role-play situations they have observed in their third grade experience.
4. Before starting the counselor will review the rules for working in small groups. a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member.	4. Students will review the rules and discuss the importance of each rule.
5. Each group will be given an expectation from 3rd Grade list brainstormed in step # 2. In the small groups the students will write a skit based on this expectation.	5. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play what part and practice the skit.
6. The counselor collects the skit activity sheets and shares with students that they will continue to work on the skits next session and perform the skits for the rest of the class.	6. Students finish up their work in groups.

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements.

Counselor reflection notes (completed after the lesson)

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Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:	**Student:**
_____	_____
_____	_____
_____	_____
_____	_____

Skit lines:

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Unit #1 Title: How to Succeed in Third Grade

Lesson Title: Acting Like a Third Grader (Part 2) **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.03: Revise and practice strategies to meet increased school activities.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Chart paper with 3rd grade expectations from last session
1 hat – 3rd grade hat from last session
Pencil
Skit Script Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental

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		health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more students to perform a skit exemplifying at least two additional strategies or skills expected of third grade students

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Skit performed by students will demonstrate the skills and behaviors used by 3rd Grade students to succeed in school that was not required of them in second grade.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Remind students that they are going to continue their work on skits in small groups.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor divides the students back into the same small groups of 3 or 4 students.	1. Students will prepare to continue their work in small groups.
2. Before starting their group work the counselor will review the rules for working in small groups. a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member. d. Everyone is an important group member.	2. Students will review the rules and discuss the importance of each rule.
3. The counselor instructs each group to continue working on their skit and practicing their role-play. The counselor	3. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play

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helps supervise this process to give suggestions if needed.	what part and practice the skit.
4. The counselor instructs each small group to perform their skit. Before starting the skit the counselor will remind the class to listen respectfully and be a responsible class member.	4. Students perform their skits.
5. After each skit the counselor reviews the importance of the topic performed.	5. Students contribute ideas of why the expectation is important for 3rd grade students.
6. When all of the skits have been performed the counselor closes the class by waving the wand and saying to the students, "You are now 3rd grade students in the present time."	6. The students bring themselves back to the present time and close the class with the counselor.

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements. The teacher will review the skit activity sheets students wrote.

Counselor reflection notes (completed after the lesson)

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Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:	**Student:**
_____	_____
_____	_____
_____	_____
_____	_____

Skit lines:

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: How to Succeed in Third Grade Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. What do people expect you to do?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.		AD.5.A.03: Revise and practice strategies to meet increased school activities.		RL.3.6 RF.3.3 W.3.3 W.34 W.3.8 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

ASSESSMENT DESCRIPTIONS*:

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect

	__x__ Experiential _____ Independent study __x__ Interactive Instruction
1	**See Lessons**: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	**See Lessons**: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions ___x__ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 1, 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing (Ls. 2) _____ Panels _____ Brainstorming ___x__ Peer Partner Learning (Ls. 1) ___x__ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Fourth Grade Transitioning **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of school year

Lesson Titles:
Lesson # 1:Tic-Tac-Toe Do's and Don'ts
Materials/Special Preparations Required
TIC TAC TOE Game Card and crayons for each student
Project or display example of *TIC TAC TOE Game Card*

Lesson # 2: What's In Your Bag?
Materials/Special Preparations Required
Pencils and writing paper.
A book bag filled with 4th grade toys, a dictionary, pencils, paper, crayons, binder, dividers, markers, an old (or toy) cell phone, a lighter, etc.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic School
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How can behaviors be appropriate or inappropriate?

Unit Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.
The student will name five items to have at school and the reasons that each is appropriate.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-reading, listening, viewing, thinking)
_____ Indirect
__X__ Experiential (Games)
_____Independent Study
__X__ Interactive Instruction (Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Brief Summary of Unit:

Fourth grade students need a number of appropriate skills and behaviors in order to be successful.

- In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.

- In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student's success (books, electronic games, or ruler). Through small

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group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have learned the skills and behaviors learned in previous grades.

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Unit #1 Title: Fourth Grade Transitioning

Lesson Title: Tic-Tac-Toe Do's and Don'ts **Lesson:** 1 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

TIC-TAC-TOE Game Card
Example of TIC-TAC-TOE Game Card
SmartBoard
Crayons for each student

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify and discuss behaviors that are associated with them being successful in fourth grade.

Lesson Preparation

Essential Questions:

What strategies will I need to be successful in fourth grade?
How will these help me prepare for middle school?

Engagement (Hook):

Counselor makes the following statements:

- Jackie uses the dictionary to look up words that she doesn't know how to spell.
- Johnny reads a book quietly when he is done with his classwork.
- Louie runs down the hall when no one is looking.
- Mark starts to read his book the night before his book report is due.
- The night before a big test, Carla stays up until midnight studying.
- Taylor uses a planner to keep track of all her assignments and activities.

Then counselor asks: Who is doing the right thing? Who is not?
Counselor announces the Tic-Tac-Toe game.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, counselor lets the students know that they are going to play a game called Tic-Tac-Toe to see which behaviors and skills they currently have.	1. Students receive *TIC-TAC-TOE Game Card* and complete it with 2 different color crayons.
2. Counselor hands out the game cards to the students and lets them complete it. Counselor asks student volunteers to share answers.	2. Students look at the SmartBoard and check their *TIC-TAC-TOE Game Card*. Students discuss their answers with the counselor.
3. Counselor displays game card on SmartBoard and discusses each item with the students.	3. Students respond to counselor questions throughout the lesson.
4. Counselor goes back to the statements from the beginning of the lesson (see # 1). Counselor generates questions from these statements and has students respond to these verbal questions regarding behaviors and responsibilities of 4th grade students.	4. Students respond to the verbal questioning regarding behavior and responsibilities of 4th grade students.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

TIC TAC TOE Game Card

Please mark an X for all TRUE answers with a certain color crayon and put an O for all FALSE answers with a different color crayon in the TIC TAC TOE box.

1. I complete work with no reminding or nagging from teachers or parents.
2. I am able to solve problems without fighting.
3. Keeping my desk and supplies organized is not important.
4. I turn in all of my homework assignments late.
5. Using an organized system of keeping up with assignments is important to school success.
6. I only follow classroom and school rules when I feel like it.
7. I stay up late (past 10:00p.m.) playing video games or watching TV on school nights.
8. I destroy property when I get angry.
9. I use time wisely at school because I want to do my best.

1.	**2.**	**3.**
4.	**5.**	**6.**
7.	**8.**	**9.**

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Unit 1 Title: Fourth Grade Transitioning

Lesson Title: What's In Your Bag? **Lesson:** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Book bag filled with 4th grade toys (i.e. Yugi Oh card, baseball card, Play Station Portable, or Gameboy), old cell phone, dictionary, binder, pencils, paper, pens, notebooks, lighter, thick pencil and various other appropriate and inappropriate items for 4th grade students to have at school.
Paper and pencil for each group.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will name five items to have at school and the reasons that each is appropriate.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will generate a list of appropriate items for 4th Grade students to have at school and explain the reasoning behind the items.

Lesson Preparation

Essential Questions:

What strategies will I need to be successful in fourth grade?
How will these help me prepare for middle school?

Engagement (Hook):

The counselor will take items to the classroom that are typically in a fourth grade student's book bag, and then will ask the students to guess what is in the book bag.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will ask the students to guess what is in the bag. If students guess an item, the counselor will pull out the item from the bag. After a few minutes the counselor will proceed to pull out the remaining items from the bag.	1. Students guess what is in the counselor's bag.
2. Counselor will divide the class into groups and have them determine what items are	2. Students will break into small groups and discuss appropriate items for 4th grade

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appropriate for 4th grade students to have at school.	students to have in school.
3. Counselor will ask the groups to discuss their appropriate items and reasoning.	3. Each group will develop a list of appropriate items and inappropriate items. They will have to discuss why they are appropriate and inappropriate.
4. Counselor will lead a discussion on how organization can help in life.	4. Students contribute to discussion.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Fourth Grade Transitioning Fourth grade students need a number of appropriate skills and behaviors in order to be successful. In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete. In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student's success (books, electronic games, or ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can behaviors be appropriate or inappropriate?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four behaviors that are related to being successful in the fourth grade.		AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the	Level 4

					lifespan.	
2. The student will name five items to have at school and the reasons that each is appropriate.		AD.5.A.04		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared (Ls. 1) - reading, listening,	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __x___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share

	viewing, thinking	_____ Concept Attainment _____ Cloze Procedure	_____ Role-playing _____ Model Building _____ Surveys	_____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Transitioning To Middle School **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: Approximately 45 minutes for each lesson

Best time of year to implement this Unit: Last quarter of 5th grade

Lesson Titles:

Lesson 1: Middle School Here I Come! (Part 1)

Materials/Special Preparations Required:

Combination Locks of some kind (lockers, tool chests, locks etc.)
Directions on how to open a combination lock
Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*

Lesson 2: Middle School Here I Come! (Part 2)

Materials/Special Preparations Required:

Activity Sheet. - *Transition to Middle School*
Transition to Middle School Instruction Sheet
Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations.
Activity Sheet - *Future Plan of Action*

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving

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	problems.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions. 7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do we have certain memories? How are transitions associated with life?

Unit Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.
The student will identify nine goals for middle school by completing one "Plan of Action" activity sheet.
The student will develop a plan of action for one goal to accomplish before transitioning to middle school.

Unit Instructional Strategies/Instructional Activities:

_X__Direct (Drill & Practice; Guided & Shared-reading, listening, viewing, thinking)
_X__Indirect (Reflective Discussion; Concept Formation)
_____ Experiential
____ Independent Study
_X__Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will learn to open a combination lock.
Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.

Brief Summary of Unit:

Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be

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successful in middle school.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of skills needed to be successful in school.

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Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 1) **Lesson**: 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Combination locks (toolbox, locker, etc.)
Directions to open a combination lock (one for each group)
Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will open a combination lock. Students will prioritize skills that will lead to success in middle school.

Lesson Preparation

Essential Questions:

What educational strategies do students need in order to make a smooth transition to middle school?

Engagement (Hook): Counselor begins struggling to open a combination lock. Counselor asks: "How many of you are worried about having enough time to go to your locker and get to your classes in middle school? How many of you have ever used a combination lock before?" Counselor explains to class that they will be divided into small groups (depending on how many locks the counselor has to use during the class). Each group will have a combination lock that they will work together to open. No instructions are given to the group the first time the groups try to open the lock. The counselor tells the groups they have 3 minutes to work together to open the lock.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor sets a timer and stops the groups after 3 minutes. The counselor asks the students to raise their hands if they were able to open the lock. Did they have enough time? Why were they not able to open their lock?	1. Most groups will not be able to open the lock without further instruction. The students will indicate that they needed more time and more information.

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2. Is it important to be organized and have enough information to finish something in a certain amount of time? Do you think you will need organization and self-management skills in middle school to be successful?	2. Students identify reasons to be organized and have good self-management skills.
3. Do you need more information in order to open the lock in the 3-minute time frame? If so, the counselor gives the students directions on how to open the lock and gives them the same timeline of 3 minutes to open the lock. Also, the counselor talks with the groups about taking turns and making sure all students get a chance to practice opening the lock (3 minutes for each person in the group).	3. The students use the directions given and open the lock. All groups should be able to do this.
4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.	4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.
5. The counselor explains that there are many activities and events students will have to adjust to when transitioning to middle school. Having the appropriate skills to be successful in middle school is like having the right directions to opening the lock. Many things will open for you when you have the right skills. You will need to take things step by step in learning expectations, just like you have been doing these past 6 years in elementary school.	5. Students participate in this discuss.
6. The counselor will work with students as they complete the Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*. He or she will highlight the key points as students rate themselves on each expectation/skill.	6. The students will complete the activity sheet with the counselor's guidance. Students will add their own ideas at the end of the sheet and share their ideas with the classroom group.
7. The counselor asks the students to keep their Expectation/Skills Activity Sheets or counselor may want to collect them for use during the next lesson. The counselor closes by letting the students know they will	7. Students will participate in the closing of the lesson.

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continue to talk about transitioning during the next lesson.	

Teacher Follow-Up Activities

The teacher will reinforce the Expectation/Skills list with the students during classroom activities.

Counselor reflection notes (completed after the lesson)

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HOOK ACTIVITY

Prepare the directions that work for the combination locks you are using.

Sample Directions to open the lock:

Pretend Combination: 12 - 25 - 4

Steps to opening the lock:

1. Clear the lock by moving the dial one complete circle in both directions.
2. Start at 0
3. Turn the dial directly to the right to the number 12 and stop.
4. Turn the dial left past 25 once and then go directly to 25 and stop.
5. Turn the dial to the number 4 and stop.
6. The lock should open.
7. If not, re-read the directions on how to open the combination.

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Expectations and Skills
Needed to be Successful in Middle School

Expectation/Skills	**I have this skill.**	**I do okay with this skill.**	**I need to keep working on this skill.**
I am organized.			
I know how to open a combination lock.			
I complete my schoolwork.			
I know how to complete a daily assignment planner.			
I finish my assignments on time.			
I get to school on time.			
I know where to go for help if I don't understand something.			
I am a positive member of a team.			
Add your own information…			

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Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 2) **Lesson:** 2 of 2
Note: For best results you may want to spread this lesson over 2 class sessions.

Grade Level: 5

Length of Lesson: 40-60 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

Activity Sheet. – *Transition to Middle School*
Transition to Middle School Instruction Sheet.
Provide written information about middle school and invite the middle school Counselor(s)/Teacher to talk with students about expectations.
Activity Sheet - *Future Plan of Action*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
	Communication Arts	

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify nine goals for middle school by completing one "Plan of Action" activity sheet.
The student will develop a plan of action for one goal to accomplish prior to transitioning to middle school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will write and implement a plan of action for the future setting goals to be successful in school.

Lesson Preparation

Essential Questions:
What does the word transition mean? Are you in transition? If so, how?

Engagement (Hook): Counselor begins lesson by sharing a memory of his/her elementary school years. The counselor will give the students a Transition to Middle School Activity Sheet. Students will complete the sheet with the guidance of the school counselor.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Note: Completing the activity sheet together will allow the counselor to assess the engagement of individual students.	
1. The counselor asks the students to share their thoughts and concerns about transitioning to middle school from the *Transition to Middle School* activity sheet. Use the *Transition to Middle School Instruction Sheet*.	1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school.

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2. Counselor has students write any questions they might have about transitioning to middle school at the bottom of the activity sheet and on index cards. Index cards are given to middle school counselor.	2. Students write down any questions or concerns they might have at the bottom of the activity sheet.
3. At this time or during the next session the counselor provides information about middle school or introduces the middle school counselor/teacher to talk about middle school transition.	3. Students will share their questions and concerns at this time.
4. At the end of class the counselor will have students complete the activity sheet - *Future Plan of Action* to set any goals they might need to complete before transitioning. Counselor encourages students to implement their *Future Plan of Action* as they continue to talk about transition to middle school.	4. Students complete their *Future Plan of Action* activity sheet. Students will implement their plan of action.
5. Counselor and students bring closure to the lesson by completing Section 7 of *Transition to Middle School* activity sheet and sharing 5th grade memories using large group process described in Section 1.	5. One student will share a 5th grade memory and then invite someone else to share a memory.

Teacher Follow-Up Activities

The teacher will review the *Transition to Middle School and Future Plan of Action* activity sheets. Also, the counselor will continue to reinforce skills needed to transition to middle school.

Counselor reflection notes (completed after the lesson)

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TRANSITION TO MIDDLE SCHOOL
INSTRUCTION SHEET

Developed by: Carolyn Magnuson

As each section is completed, prompt students to talk with a partner or larger group. The counselor will use dry erase board/SmartBoard/other visual display during the lesson to collect ideas. The ideas generated will be saved for the teacher to use in the future, or for the counselor to use during the next session.

Section 1: Special memories are those that stand out from the rest…they include memories of adults and peers, as well as events (e.g. field trips, honors). Share with a partner, and then with the larger group (if you feel comfortable doing so). The process continues until all students who want to share have had an opportunity to share a memory.

Section 2: Thoughts about transition to middle school… Getting ready for something new brings mixed feelings. We are excited about new opportunities and worried or anxious about the unknown and/or not knowing what to do (e.g. getting lost between classes, larger school). After writing positive thoughts and concerns about transition to middle school share thoughts with your partner. Also, share thoughts with the larger group and develop a list of mutual positive thoughts and concerns using dry erase board/SmartBoard/other visual display. Discuss common concerns. Some students may want to write a question or concern in Section 6 to discuss further with middle school counselors.

Section 3: Involvement - Middle school offers many opportunities for involvement in organizations/activities of interest. Have students share their ideas. If students aren't aware of the activities offered, then encourage them to list questions to ask the middle school counselor(s) for more information.

Section 4: Friendship - Friends are treasures! Make sure the friends you choose are GENUINE TREASURES! When the qualities you seek have been written, share your ideas with the larger group. The counselor will record ideas using dry erase board/SmartBoard/other visual display …"*Qualities I treasure in a friend*." Discuss the challenges of making and keeping friends and the importance of choosing your friends wisely.

Section 5: Changes - Use these ideas when developing the *Future Plan of Action* activity sheet.

Section 6: Questions - Have students write questions on index cards to share when the middle school counselor(s) visits the classroom to talk about transition.

Section 7: 5th grade memories - Follow procedure suggested for large group sharing in #1.

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TRANSITION TO MIDDLE SCHOOL

Developed by: Carolyn Roof

Name _____ **Date** _____

School _____ **Class** _____

Section 1: Write one special memory you have about elementary school at each grade level.

Kindergarten - _____

1st Grade - _____

2nd Grade - _____

3rd Grade - _____

4th Grade - _____

Section 2: What are your thoughts about transitioning to middle school?

Positive thoughts	Concerns
a.	a.
b.	b.

Section 3: What are three things you would like to get involved in at middle school?

a.
b.
c.

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Section 4: List three qualities you want to have in a friend in middle school.

a.
b.
c.

Section 5: Are there things you need to change about yourself or skills you need before moving to middle school? If so, what?

a.
b.
c.

Section 6: What questions would you like to ask a middle school counselors/teacher?

Section 7: List one or two memories you will take with you about 5th Grade.

a.
b.

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Name: _____ Date: _____

Future Plan of Action

What do I need to improve?

_____

_____

_____

I want to improve the following.

_____

_____

_____

I will take the following steps to improve.
Steps:

1. _____
2. _____
3. _____

Follow up evaluation: How did I do?

_____

_____

_____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Transitioning To Middle School Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be successful in middle school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 45 minutes each

ESSENTIAL QUESTIONS:

1. Why do we have certain memories?
2. How are transitions associated with life?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will have one successful opening of a combination lock.		AD.5.A.05 Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.		RI.5.3 RI.5.4 RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3
2. The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.		AD.5.A.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3

3. The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.		AD.5.A.05		RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3
4. The student will develop a plan of action for one goal to accomplish before transitioning to middle school.		AD.5.A.05		RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3
ASSESSMENT DESCRIPTIONS*: Students will learn to open a combination lock. Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.						

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_X__ Direct _X__ Indirect _____ Experiential _____ Independent study _X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Middle School Here I Come! (Part 1) Lesson 2 Middle School Here I Come! (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Middle School Here I Come! (Part 1) Lesson 2 Middle School Here I Come! (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _X___ Drill & Practice (Ls. 1) _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _X___ Reflective Discussion (Ls. 2) _____ Writing to Inform _X___ Concept Formation (Ls. 1, 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _X___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _X___ Cooperative Learning (Ls. 1) _____ Jigsaw _X___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Great Expectations! **Grade Level:** 6 & 7

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:
Grade 6:
Lesson 1: Sixth Grade is a Ball!
Materials/Special Preparations Required:
11 Soft Nerf-like Balls
Homework and Activity Log
Student Planners, Agenda or Assignment Notebooks
Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Grade 7:
Lesson 2: Get Ready, Get Set, Get Organized!
Materials/Special Preparations Required:
Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)
Index Cards
Projection or visual display: Goal Suggestions
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLEs):
AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. (DOK Level – 4)
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands. (DOK Level – 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas

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	6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

The student will complete the homework and activity log to compare how activities have changed from last year and will change again next year.

The student will write three transition goals and discuss them with their peers.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Compare & Contrast; Demonstrations)
_X_Indirect (Reflective Discussion)
____Experiential
_X_Independent Study (Learning Logs)
_X_Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion

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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will address transition from grade to grade by completing the *Homework Activity Log* and writing three goals for transitioning.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence the success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. Activity logs and related logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The steps to solving a problem, analyzing information, setting goals and refining goals.
Vocabulary: Transition, Planners, Agenda, Rubric

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Unit # 1 Title: Great Expectations!

Lesson Title: Sixth Grade is a Ball! **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.06: Recognize ongoing academic expectations and develop strategies to meet increased demands.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Soft Nerf-like Balls (11)
Homework and Activity Log for each student (classroom teacher will distribute explain these logs to students the day before the lesson.)
Student planners, agenda or assignment notebooks
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
	Communication Arts	Writing formally (such as reports, narratives, essays)

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X		and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the *Homework and Activity Log* to compare how activities changed from last year, and will change again next year.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will create a *Homework and Activity Log*
Previous learning about setting goals and using individual planners will be assessed using the *Planner Usage Rubric* as a measurement periodically throughout the year.

Lesson Preparation

Essential Questions:
What is the process of transitioning? Why is it important?

Engagement (Hook):
Have a variety of small soft (Nerf like) balls labeled with the following: homework for science, math, (1 for each core subject), eating, sleeping, home chores, free time, sports, clubs and travel time. Choose a volunteer from the class to demonstrate the process of juggling the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student. Remind student that all balls need to keep moving during the demonstration.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the juggling demonstration (lesson	1. Students will note that there were too

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engagement hook), the counselor will ask the students to describe what just happened.	many balls to catch and keep moving.
2. The counselor will have students complete the *Homework and Activity Log* and give them approximately 10 minutes to list several activities for each column.	2. Students will complete *Homework and Activity Log*.
3. The counselor will ask the students for examples of activities that were recorded on the *Homework and Activity Log.* The counselor will act as the recorder and list the activities that the students give on the board.	3. Students will report activities they listed on their *Homework and Activity Log*, noting time for each.
4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities, and how they had to plan in order to get all activities done after school and before bedtime last night.	4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done, and what he or she did instead. Discuss how their use of time may change next year and how it was different from last year.
5. The counselor will ask what students feel they will do differently next year.	5. Students will share problems they had getting everything accomplished and discuss the previous year and next year.
6. The counselor will ask students what they could have done differently to alleviate problems.	6. Students will discuss strategies that would have alleviated the problems.
7. The counselor will ask students to examine their logs and note where different choices are necessary.	7. Students will examine their logs for specific problems and note where changes are needed.
8. The counselor will discuss the need for planning, so that students are not overwhelmed with what they must accomplish and what they want to do each year.	9. Students will continue to work on planning.
9. Point out that: planning is a skill ~~and~~ that can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being	9. Students discuss how to be a successful planner and how to adapt to the changes they will face during the next school year.

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able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.	

Teacher Follow-Up Activities

Teachers will follow-up by working with students on planners, and on planning good use of time.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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Homework and Activity Log

Name _____ Date_____

Directions: In the second column list the homework time, and the activities that you do after school this year. In the third column, list a sample of what you did last year. In column four, list what you think your homework and activities will be next year.

After School Time	This Year	Last Year	Next Year
2:30 - 3:00			
3:00 - 3:30			
3:30 - 4:00			
4:00 - 4:30			
4:30 - 5:00			
5:00 - 5:30			
5:30 - 6:00			
6:00 - 6:30			
6:30 - 7:00			
7:00 - 7:30			
7:30 - 8:00			
8:00 - 8:30			
8:30 - 9:00			
9:00 - 9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			

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This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ Weeks Of: _____

(School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information	Usually has information with 1 or 2 components missing	Occasionally has the planner completed	Rarely has assignment notebook completed
Long-term assignments	Consistently has long-term assignments listed each day until due	Usually has long-term assignments listed at least 2 days before due	Has long-term assignments listed on 1 day before due or on due date	Rarely has long-term assignments recorded
Test dates	Consistently has test dates listed each day until test	Usually has test dates listed as least 2 days before test	Has test dates listed 1 day before test or on test date	Rarely has test dates recorded
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded	Usually has scheduled extracurricular activities recorded	Occasionally has scheduled extracurricular activities recorded	Rarely has scheduled extracurricular activities recorded
Scheduled homework time	Consistently has scheduled homework time in planner	Usually has scheduled homework time in planner may be missing 1 or 2 days	Occasionally has scheduled homework time in planner	Rarely has scheduled homework time in planner

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ Date: _____

Name: _____ Date: _____

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Unit # 1 Title: Great Expectations!

Lesson Title: Get Ready, Get Set, Get Organized! **Lesson:** 2 of 2

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Student planners, agenda or assignment notebooks (daily, weekly & monthly)
Index cards
Visual display on goal suggestions
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health(such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write three transition goals and discuss them with their peers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Have students turn in goal cards with three transition goals. Students should write on the back of their goal card how they plan to meet their goals.

Lesson Preparation

Essential Questions:
What is the process of transitioning and why is it important?

Engagement (Hook):
The counselor should enter the classroom acting in a disorganized manner. Prior to the lesson, the counselor will let the teacher know that class will begin with a demonstration of what it looks like to be disorganized. (Papers flowing out of books, arriving late, don’t have the correct supplies for the lesson).

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room.	1. Students will orally state the organizational skills they noticed were missing.
2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.	2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized.
3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly. Adjustments may need to be made as they transition each year. The counselor will pose following questions. a) Do you use your planner? How often? b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them? c) For long-term assignments do you identify/list the steps to take to complete the assignments?	3. Students will have planners out and will critique (review) their own planner according to the questions being asked.
4. The counselor will provide an index card for each student and instruct students to write three transition goals for next year. Remind students that goals need to be achievable, measurable, and fit a specific time frame for completion. The effective use of a planner may also be discussed.	4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner.
The counselor will ask students to think about how they can reach their goals (plan),	Students will share goals with the rest of the class.

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and who can help (resources). Remind students who successfully use their planners that maintaining effective use of the planner may be a goal. Students will then explain goals and action plans with their partner.	
5. Counselor will discuss transition goals and why they are needed.	5. Students will participate in the discussion of the need for transition goals.

Teacher Follow-Up Activities

All teachers will be made aware that each student has set a goal to improve or maintain use of his or her planner as an aid to succeeding as a student. (Some students may need only to maintain effective use of the planner.)

Suggestion:
Counselor can periodically check for use of planning strategies to accomplish goals before beginning guidance lessons.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how well they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ Weeks Of: _____

(School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information	Usually has information with 1 or 2 components missing	Occasionally has the planner completed	Rarely has assignment notebook completed
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Scheduled homework time	Consistently has scheduled homework time in planner	Usually has scheduled homework time in planner may be missing 1 or 2 days	Occasionally has scheduled homework time in planner	Rarely has scheduled homework time in planner

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ Date: _____

Name: _____ Date: _____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Great Expectations!	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 50 minutes each
Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process. Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. *Activity Logs* and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level. In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.	

ESSENTIAL QUESTIONS:

1. How do people prepare for the unknown?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.		AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.		SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 4 Level 3

				6.SP.1 6.SP.4 6.SP.5.a		
2. The student will write three transition goals and discuss them with their peers.		AD.5.A.06 AD.5.A.07		W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2	AD A AD A	Level 4 Level 3

ASSESSMENT DESCRIPTIONS*:

Students will address transition by completing the *Homework Activity Log* and writing three goals for transitioning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)!				
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 1) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals __X___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 2) __X___ Peer Partner Learning (Ls. 2) __X___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Moving On…Transitioning to the High School **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

- District high school level course description book
- High school graduation requirements
- Extracurricular offerings
- Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
- Pencil/paper or index cards for each student

Lesson # 2: Options and Extras!!! Learn All About It!!!

Materials/Special Preparations Required – Students will bring the following materials that were distributed during Lesson 1:

- District high school level course description book
- High school graduation requirements
- Extracurricular offerings
- Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
- Core / Elective Activity Sheet
- Checklist / Short Answer Questionnaire
- Questions about High School Activity Sheet
- Student questions from previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.08: Identify the information and skills necessary to transition to high school (DOK Level – 2)

American School Counselor Association National Standard (ASCA):

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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X	Goal 1: Gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do you feel about new experiences?

Unit Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

The student will confirm their understanding of graduation requirements, credits, core classes, and electives, and GPA by completing the *Moving On* Checklist.

The student will list five extra-curricular activities they are interested in.

The student will list three questions they have about high school based on the results of their checklist.

Unit Instructional Strategies/Instructional Activities:

X_ Direct (Structured Overview; Lecture; Compare & Contrast)
X_ Indirect (Inquiry; Writing to Inform; Concept Formation)
___Experiential
X_ Independent Study (Homework)
X_ Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

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Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Checklist/Short Answer Questionnaire (Found in Lesson 2)

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Brief Summary of Unit:
Students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the elements of planning for future (e.g.: goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g.: block scheduling). They will need to have heard information about high school from other sources.

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Unit 1 Title: Moving On…Transitioning to High School

Lesson Title: Give Yourself Some Credit **Lesson:** 1 of 2

Grade Level: 8 **Length of Lesson:** 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.08: Identify the information and skills necessary to transition to high school.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

District high school level course description book
High school graduation requirements
Extracurricular offerings
Props for Hook
Sample completed *Personal Plan of Study (Four Year Plan)* for all post secondary options
Pencil/paper/index card for each student

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

Lesson Preparation

Essential Questions:
How do you feel about new experiences?

Engagement (Hook):
(Counselor wears cap and gown like one that would be worn at their high school's graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life (a business suit or Master's hood, or other professional apparel or accessories).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T chart, etc.) either individually or in small groups.	1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.
2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers. The counselor will distribute copies of the individual planning guide/course description booklets, high school graduation requirements, extra curricular	2. Students actively participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.

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offerings, and sample completed Personal Plan of Study for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.	
3. The counselor will lead the class in a discussion specific to graduation requirements and earning of credits.	3. Students will ask questions for clarification.
4. To close the lesson, the counselor will ask students to discuss graduation requirements with a partner and identify one thing they learned and one thing about which they still have questions. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the students' questions before the next lesson so resources can be located to answer specific questions.)	4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.
5. Counselor will ask students to keep the distributed materials (individual planning guide/course description booklet, graduation requirements, etc…) for use during lesson 2. Students are encouraged to review the material on their own time, and bring the material back for use during lesson 2.	5. Students will review material to generate questions for lesson 2.
6. Counselor will distribute question worksheet.	6. Students will write three questions they have about high school.

Teacher Follow-Up Activities

The teacher will review the information from the lesson with students throughout the week.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: Moving On…Transitioning to High School

Lesson Title: Options and Extras!!! Learn All About It! **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.08: Identify the information and skills necessary to transition to high school.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Students will bring the following materials that were distributed in lesson one:
District high school level course description book
High school graduation requirements
Extracurricular offerings
Sample completed *Personal Plan of Study (Four Year Plan).* for all post-secondary options
Core/Elective Activity Sheet
Checklist/Short Answer Questionnaire
Questions about High School Activity Sheet
Student questions from previous lesson

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Participating in formal and informal presentation and

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		discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.

The student will list five extra-curricular activities they are interested in.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Self-assessment using *Checklist/Short Answer Questionnaire*

Lesson Preparation

Essential Questions: What is the process of transitioning and why is it important?

Engagement (Hook): Use a variation of the hook from lesson #1 (e.g., recording of *Pomp and Circumstance*, diploma, photos of graduates throwing hat in the air).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson.	1. Students will ask questions that arose during peer discussion.
2. The counselor will have students open the course description book and discuss the differences such as core and elective	2. Students will use the *Core/Elective Activity Sheet* to identify courses required of all students and elective courses related to a

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credits, fine arts and practical arts. .	current career goal.
3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).	3. Participate in discussion and ask questions as needed.
4. The counselor will distribute the *Moving On…..Transitioning to the High School* Checklist. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's *Personal Plan of Study*. Counselor will address additional questions during the individual meeting.	4. Student will complete the worksheet *Moving On…. Transitioning to the High School* Checklist. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her *Personal Plan of Study*. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her *Personal Plan of Study*. Ideally, the students will involve his/her parents in this process.

Teacher Follow-Up Activities

Review the information discovered during classroom guidance lesson with the classroom teacher.

Optional Follow Up Activity: Counselor will either meet with parents individually or as a group to discuss the student's *Personal Plan of Study*.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

Core or Elective?

Core Courses
(required of all students)

Elective Courses
(related to current career goals)

Academic Area	Course Title	Academic Area	Course Title

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Name: _____ Date: _____

Moving On…Transitioning to the High School Checklist

Read each statement below and mark the appropriate column.

1 = Yes
2 = No
3 = I need more information

Statements	**YES**	**NO**	**Need Info**
1. I know how many credits are required for graduation from high school.	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

List 5 extracurricular activities that are offered at the high school. Mark with asterisk (*) the activities of interest.

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Questions About High School

List questions you have about High School:

_____

_____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy." This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Moving On…Transitioning To High School Students will explore the similarities and differences between middle and high school, and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 50 minutes each

ESSENTIAL QUESTIONS:

1. How do you feel about new experiences?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will identify five skills necessary to transition to high school.		AD.5.A.08: Identify the information and skills necessary to transition to high school.		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6 RST.6-8.2 RST.6-8.4	AD A	Level 2

3. The student will list five extracurricular activities they are interested in.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
4. The student will list three questions they have about high school based on the results of their checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:
Checklist / Short answer questionnaire

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!				
	Direct: __X___Structured Overview (Ls. 1) __X___Lecture (Ls. 1) _____ Explicit Teaching _____ Drill & Practice __X___Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning __X__ Inquiry (Ls. 1, 2) _____ Reflective Discussion __X__ Writing to Inform (Ls. 1, 2) __X___ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __X___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels **Grade Level:** 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:
9th grade lesson will require 55 to 70 minutes
10th grade lesson will require 55 to 70 minutes
11th grade lesson will require 55 to 70 minutes
12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:
9th grade training will begin before the beginning of the freshmen year
10th grade during the first semester
11th grade any time during academic year
12th grade during the second semester

Lesson Titles:
9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor
(This program uses trained upper grade students to mentor freshmen throughout the 9th grade academic year.)
Materials/Special Preparations Required:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, markers
Interview Guidelines and *How Well Do You Know Your School?*

10th Grade Lesson 2: Exploration of Post-Secondary Options
Materials/Special Preparations Required:
Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search (www.act.org www.collegeview.com www.petersons.com)

11th Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)
Materials/Special Preparations Required:
Get Set for College Scavenger Hunt
Pencil/pen
Get Set for College ACT booklet
To obtain your free ACT booklets contact 1-319-337-1000 or download materials at http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist
Materials/Special Preparations Required

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Am I Ready… Activity Sheet
A list of your high school's graduation requirements
Pencil/pen
Students' Personal Plans of Study

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectations (GLEs):
AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences

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	2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

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Why are healthy self care skills and behaviors necessary when adjusting to transitions?

Unit Measurable Learning Objectives:

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
___ Experiential
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will need to have and understand their four year-plan and applicable vocabulary.

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Freshmen Mentor Program: Meeting My Mentor **Lesson:** 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.09: Apply information and skills necessary to transition into high school.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Materials needed for this activity include:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, and markers.
Interview Guidelines and *How Well Do You Know Your School?*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish

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	goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator).

The students that are having any difficulty will be referred to the counselor for responsive services. (Mentors may give a personal observation or each student they mentor.) Mentoring (*Interview Guidelines* and *How well do you know your school?)* will also be used in the assessment process.

Lesson Preparation

Essential Questions:

How will high school differ from middle school?
What is the process of transitioning and why is it important?

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What are my feelings about going into high school?

Engagement (Hook):

Mentors will share "If I knew then what I know now"- These could contain concerns, fears, suggestions, survival tips that would have helped them as freshmen.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
After the hook:	
1. Pair students with a mentor and allow time for students to ask mentor any questions.	1. Students and mentors interact.
2. Students are given *How Well Do You Know Your School?* Activity sheet.	2. Students complete activity sheet and discuss with their mentor.
3. Have student mentors interview freshmen using *Interview Guidelines*.	3. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted.
4. Discuss how mentors will be supportive.	4. Students will ask questions/state concerns during discussion with mentor.

Teacher Follow-Up Activities

Schedule additional meetings (e.g. check-in, new issues, concerns, additional training, etc.). Once a month or once a quarter depending upon needs of your setting.

Counselor reflection notes (completed after the lesson)

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Name _____ Date_____

Interview Guidelines

Please take a few minutes to interview your partner to find out the following information. Be prepared to share one interesting fact about your partner with the group.

Partner's name:	
Nickname:	
Birth date:	
Favorite magazine:	
Favorite book:	
Favorite television:	
Favorite movie:	
Favorite actor/actress:	
Favorite singer/band/group:	
Favorite song:	
Favorite sport:	
Favorite class/subject:	
Favorite hobbies/pastimes:	
Favorite food:	
Favorite saying:	
Personal Goal for this school year:	

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How Well Do You Know Your School?

1. What is the name of the school mascot?

2. What are the school colors?

3. What is the principal's name?

4. What is the name of the school newspaper?

5. Where is the school library located?

6. In what office can you find "lost and found" items?

7. What is the counselor's name?

8. Where is the counselor's office?

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Exploration of Post-Secondary Options **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

American School Counselor Association National Standard (ASCA):
Academic Development
- B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Materials (include activity sheets and/ or supporting resources)

Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search (www.act.org www.collegeview.com www.petersons.com).

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Missouri Connections, PLAN, ASVAB, Choices, Discover, etc.
Complete a list of personal options and requirements to transition into those options.

Lesson Preparation

Essential Questions:

How will my life be different this year?

Engagement (Hook):

Have two or three alumni of your school explain how they chose the college or school they are attending.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are: • GPA • Class rank • ACT/SAT scores	1. Students will brainstorm information a college or employer may require.

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• High school curriculum • Extracurricular and community activities • Honors and awards earned • Work experience • Community service/volunteerism • Leadership positions • Essay • Resume	
2. Ask students to discuss post-secondary choices (i.e., four year universities, employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.	2. Students will participate in discussion.
3. Counselors will help students to conduct a computer search of college/job requirements.	3. Students will complete a career and/or college search utilizing the Missouri Connections website in order to identify their own special needs, talents, and requirements.
4. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, and military.)	4. Students will write an essay about their transitional needs.
5. Collect, review and return essays.	5. Students will turn in essays.

Teacher Follow-Up Activities

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Get Set For College **Lesson:** 3 of 4
(Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5 Applying the Skills of Transitioning between Educational Levels
CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education.

Grade Level Expectations (GLEs):
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.
CD.8.B.11: Apply research skills to obtain information on training and education requirement for post-secondary requirements.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Materials (include activity sheets and/ or supporting resources)

Get Set for College Scavenger Hunt activity sheet
Pencil/pen
Get Set for College ACT handout." To obtain your free ACT *Get Set for College* handouts contact 1-319-337-1000 or download materials from
http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or sovled problems

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	5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

Lesson Preparation

Essential Questions:

What do I want to do with my life? What do I need to know to choose post-secondary education?

Engagement (Hook):

Counselor asks students, “Who has been on a scavenger hunt before?” Ask one or two students to share an experience they have had with scavenger hunts.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor passes out *Get Set for College* brochures and Scavenger Hunt Activity to each student	1. Students will work in pairs (or small groups) to complete the scavenger hunt.
2. Groups will report answers for the whole class	2. Groups report answers and the rest of the class participates in discussion.
3. Students are instructed to identify their next step in college planning (e.g. college visit, college application).	3. Students share their next step with class.

Teacher Follow-Up Activities

Classroom teacher may assign college essay and/or resume. Have students look up college of their choice on the web or computer college program, (US News & World Report or Choices). Plan a campus visit to a local college.

Counselor reflection notes (completed after the lesson)

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Name: _____

Get Set for College SCAVENGER HUNT

A. Identify the 6 Steps to Simplify College Planning
   1.
   2.
   3.
   4.
   5.
   6.

B. Find 3 typical reasons for attending college
   1.
   2.
   3.

C. How many English Courses are recommended for SUCCESS in college?

D. How many math units are recommended for SUCCESS in college?

E. When is it important to take the ACT?

F. When is it the best time to take the ACT?

G. What are the last 3 ACT dates this school year?

H. What are 3 characteristics that may be important to your college choices?
   1.
   2.
   3.

I. Name 2 sources of information when looking at colleges?
   1.
   2.

J. Name 3 things to consider when making a college visit?
   1.
   2.
   3.

K. To how many colleges should you apply?

L. What do you need from your counselor when you apply?

M. Name 2 types of financial aid?
   1.
   2.

Developed by Coyeatte Ewing, Glendale High School, Springfield, Missouri

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: 12th Grade Post-Secondary Checklist **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning between Educational Levels.

Grade Level Expectation (GLE):
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.

American School Counselor Association National Standard (ASCA):
Academic Development

B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study
A list of your high school's graduation requirements.
Am I Ready… Activity Sheet
Pencil/pen

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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	6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Assessment for this lesson will be through completion and discussion of the checklist.

Lesson Preparation

Essential Questions:

What's next for me? Will life be different in college or on the job?

Engagement (Hook):

Have the students take a trip down memory lane. Discuss TV shows they watched, clothes they use to wear, and activities they participated in: elementary school, middle school and now. Then have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have	1. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the

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made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
2. Instructor will hand out each student's Personal Plan of Study and the *Am I Ready…* activity sheet.	2. Students, using their own personal information, will complete the *Am I Ready…* activity sheet.
3. Instructor will hand out the *Am I Ready…?* activity Sheet.	3. Students will complete the *Am I Ready…* Activity Sheet.

Teacher Follow-Up Activities

Teacher may review with students their perceptions of being ready for graduation.

Counselor reflection notes (completed after the lesson)

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NAME _____ DATE _____

AM I READY?

FOR WORK?

_____I KNOW I WILL HAVE ALL OF MY CREDITS FOR GRADUATION
_____I KNOW HOW TO FILL OUT AN APPLICATION
_____I KNOW WHAT EMPLOYERS LOOK FOR
_____I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
_____I HAVE A WRITTEN RESUME
_____I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

_____I KNOW I HAVE ALL MY CREDITS FOR GRADUATION
_____I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
_____I HAVE TALKED TO A RECRUITER
_____I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
_____I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

_____I KNOW I HAVE ALL THE CREDITS FOR GRADUATION
_____I KNOW HOW TO FILL OUT AN APPLICATION
_____I KNOW THE REQUIREMENTS TO “GET IN” TO THE COLLEGE OR TRAINING
_____I HAVE THE REQUIREMENTS TO “GET IN”
_____I KNOW HOW I AM GOING TO PAY FOR THIS
_____I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
_____I HAVE DISCUSSED THIS WITH MY PARENTS
_____I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
_____I KNOW HOW TO REQUEST MY TRANSCRIPT
_____I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

MY SPECIFIC PLANS ARE:
(NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

_____

_____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.	**SUGGESTED UNIT TIMELINE:** 4 (one lesson each for 9, 10, 11, and 12) **CLASS PERIOD:** 9th grade lesson -55 to 70 minutes 10th grade lesson-55 to 70 minutes 11th grade lesson-55 to 70 minutes 12th grade lesson-50 minutes per student

ESSENTIAL QUESTIONS:

1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Each freshman student will meet with their mentor for the interview to complete and discuss the "How Well Do You Know Your School" worksheet and the interview guidelines worksheet.		AD.5.A.09: Apply information and skills necessary to transition into high school.		SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Level 4
3. The student will complete the "Get Set for College" scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

		post-secondary options.		L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	life at home and in the community.	
4. The student will complete "Am I Ready" checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12. 7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2

ASSESSMENT DESCRIPTIONS*:

Counselor will meet individually with seniors during the second semester of their senior year.

Counselor and student will complete a post-secondary checklist.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**

	__X__ Direct __X__ Indirect _____ Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 3) idactic Questions emonstrations (Ls. 2) uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	__X___Problem Solving (Ls. 1,3,4) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	__X__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers _____ Activity Sheet (Ls.4)	_____ Debates _____ Role Playing ___X__ Panels (Ls.2) ___X__Brainstorming (Ls. 1,2) _____ Peer Partner Learning ___X__ Discussion (Ls. 2,3) _____ Laboratory Groups ___X__ Think, Pair, Share (Ls.1,2,3) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls.1) _____ Conferencing ___X__ Scavenger Hunt (Ls. 3)

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Skills for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of school year

Lesson Titles:
Lesson # 1 The Learning Book (Part 1)
Materials/Special Preparations Required:
Learning Book Activity sheet
Crayons or colored pencils
Picture cards
Copy of *The Learning Song*

Lesson # 1 The Learning Book (Part 2)
Materials/Special Preparations Required:
Learning Book Activity sheet (started in the previous lesson)
Crayons or colored pencils
Copy of *The Learning Song*
Pictures of skills (6 cards)
Scissors
Stapler

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.K: Identify the skills needed to be a successful learner. (DOK Level -1)

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and

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		artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does it look like to be a successful learner?
What does success look like?

Unit Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.
The student will learn and sing *The Learning Song*.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Guided & Shared-Reading, Listening, Viewing, Thinking)
____ Indirect
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will create a *Learning Book* depicting five skills for learning.

Brief Summary of Unit:

Students will review basic learning skills by making a book and singing *The Learning Song.*

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Basic learning skills

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Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 1) **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.K: Identify the skills needed to be a successful learner.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Learning Book activity sheet
Crayons or colored pencils
Picture cards (set of 6)
Copy of *The Learning Song*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The students will create a *Learning Book* about important skills needed to be a learner.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

"Today you're going to pretend you are illustrators and make your own *Learning Book*. What do you think it is going to take to be an illustrator? Students will respond with follow directions, draw pictures, neat work and listen to the teacher. Ask the students to state what they think would be important skills to include in a *Learning Book*. The counselor will share the six picture cards (attached) and ask students if these would be important skills. Students will state why each skill is important.

1. Eyes on the speaker
2. Quiet feet, quiet hands (Quiet body in song)
3. Raise Hand
4. Quiet mouth
5. Use your ears

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will hand out a *Learning Book* activity sheet to each student. The counselor will review the steps of making the book with the students: a. Draw pictures b. Color the pictures c. Cut the squares apart. Do not cut the squares apart until the pictures are complete. Make the book by stapling pages together.	1. The students listen to steps.

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2. The counselor directs students to draw eyes in the square labeled **1. Eyes on Speaker**. Discuss why this skill is important. Assist those who are unable to follow directions.	2. Students will draw eyes in square 1. Students will raise their hand if they have questions.
3. The counselor directs students to draw hands and feet in the square of their book labeled **2. Quiet Bodies**. Discuss why this skill is important. Give examples of ways to have quiet hands and feet in different situations (at your desk, at group time on the carpet, walking in the hall, etc.).	3. Students will draw hands and feet in square 2. Students give examples of using quiet hands and quiet feet.
4. The counselor directs students to draw a child raising his or her hand in square **3. Raise my hand**. Counselor assists those who are unable to follow directions.	4. Students will draw a child raising his or her hand in square 3. Students will share ideas of when it is necessary to raise their hands.
5. The counselor directs students to draw a face with a mouth closed in square **4. Quiet mouth**.	5. Students will draw a closed mouth in square 4.
6. Counselor directs students to draw a picture of ears in square **5. Use my ears**. The counselor asks, "Why is it important to listen when you are being a learner?"	6. Students will complete the illustrations by drawing ears in square 5 and share ideas. (Example: It is important to be a good listener so you know what to do in class. So you can learn new things)
7. The counselors tell students they will color and cut out the book next class period.	7. The students will put their names on the activity sheet before turning it in.

Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and post the picture cards in the classroom.

Counselor reflection notes (completed after the lesson)

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The Learning Song

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

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Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

The Learning Book **Name: _____**	1. Eyes on speaker
2. Quiet body (hands and feet)	3. Raise my hand
4. Quiet mouth	5. Use my ears

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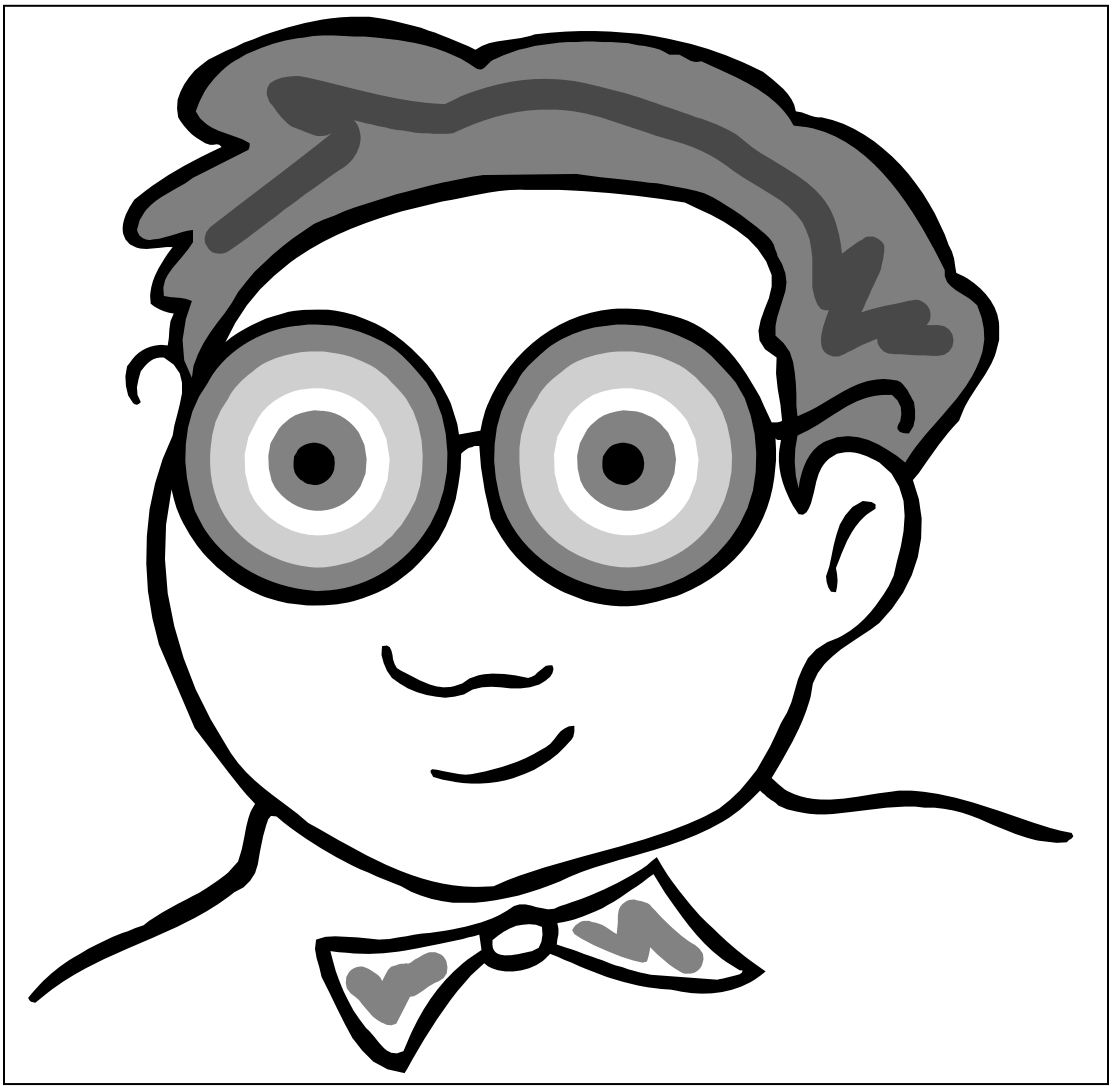

Eyes on speaker

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Quiet hands

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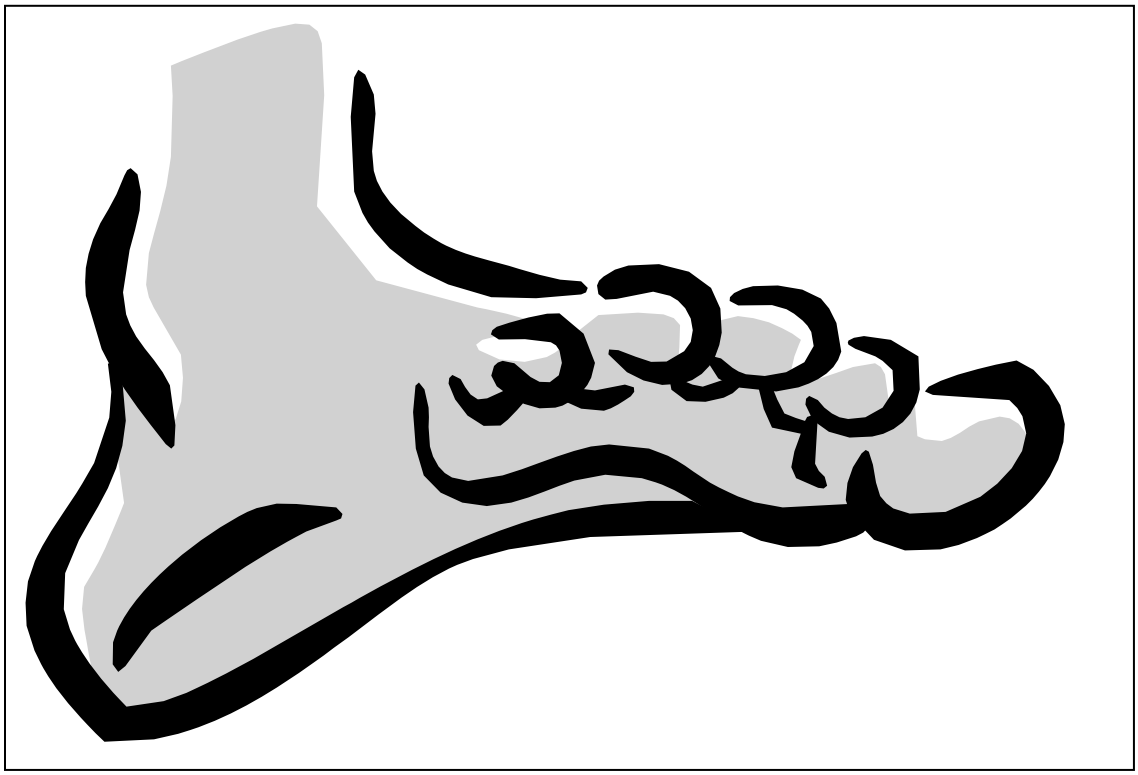

Quiet feet

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Raise your hand

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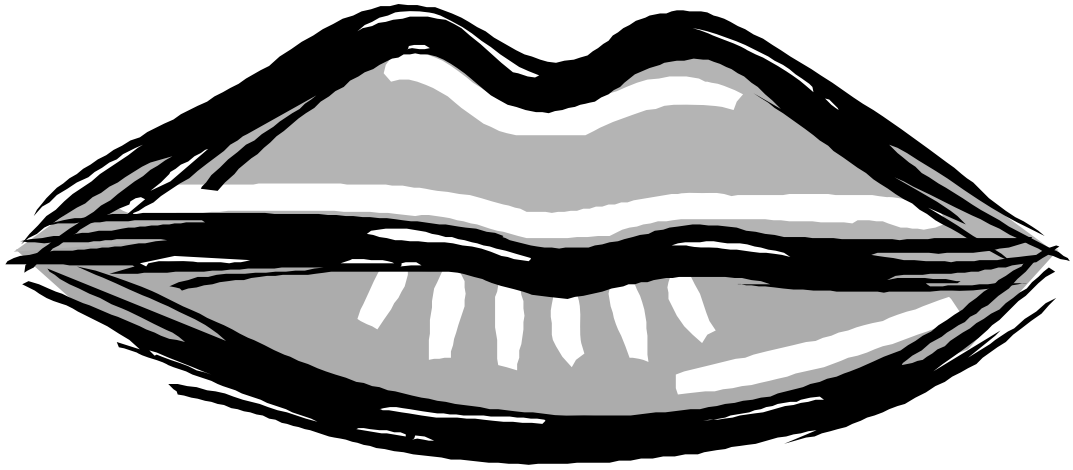

Quiet mouth

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Use your ears

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Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 2) **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.K: Identify the skills needed to be a successful learner.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Learning Book activity sheet (begun in Lesson 1)
Crayons or colored pencils
Picture cards (six cards)
Copy of *The Learning Song*
Scissors
Stapler

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will learn and sing *The Learning Song*.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will state the learning skills in a song.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

The counselor enters the room singing the *Learning Song* to the tune of *London Bridge is Falling Down*.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor gives each student a copy of the song and teaches the words to the students.	1. Students sing the song with the counselor.
2. The counselor hands out the students' *Learning Book* activity sheet from the last lesson. The students are instructed to illustrate the cover of their Learning Books (upper left- hand square on the sheet) and then to get out their crayons or colored pencils to color their pictures.	2. Students get out the correct materials and illustrate the covers of their Learning Books.
3. The counselor instructs students to follow the steps below. a. Review the pictures they drew last session. b. Color the pictures. c. Cut the squares apart. d. Put the book together in order.	3. Students will follow directions, and raise their hand if they have questions.

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4. When students raise their hands indicating they are finished with their books, the counselor staples the book together. Books will be kept in the classroom so that these books can be shared with the teacher and peers. Counselor will use books to reinforce the application of skills.	4. Students will raise their hand indicating they are ready to complete their learning book.
5. The counselor closes the lesson by singing the *Learning Song* with the students.	5. Students will sing the song. Students will take their books home after sharing them.

Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and review the *Learning Books* the students made. The teacher will be given a copy of the words to the song to help reinforce the lesson in the classroom throughout the week.

Counselor reflection notes (completed after the lesson)

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The Learning Song

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

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Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

The Learning Book **Name: _____**	1. Eyes on speaker
2. Quiet body (hands and feet)	3. Raise my hand
4. Quiet mouth	5. Use my ears

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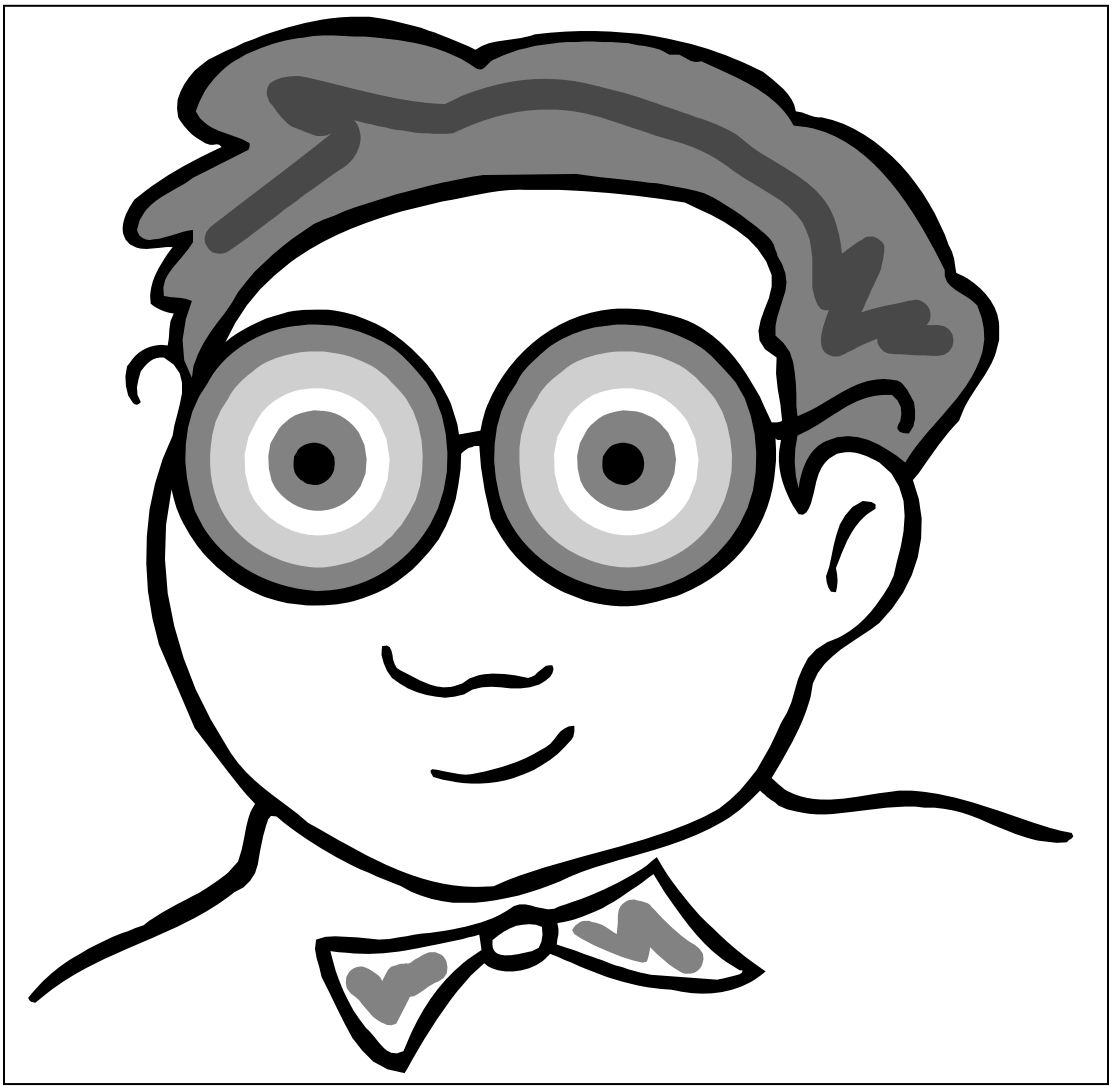

Eyes on speaker

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Quiet hands

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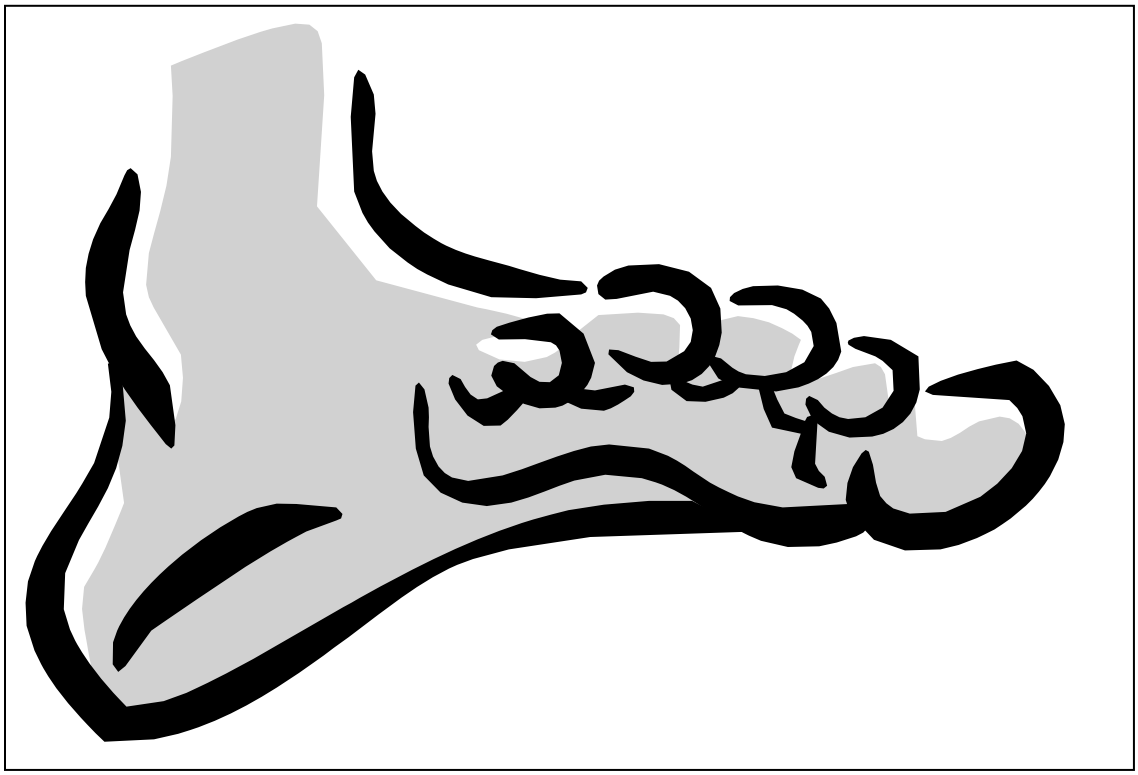

Quiet feet

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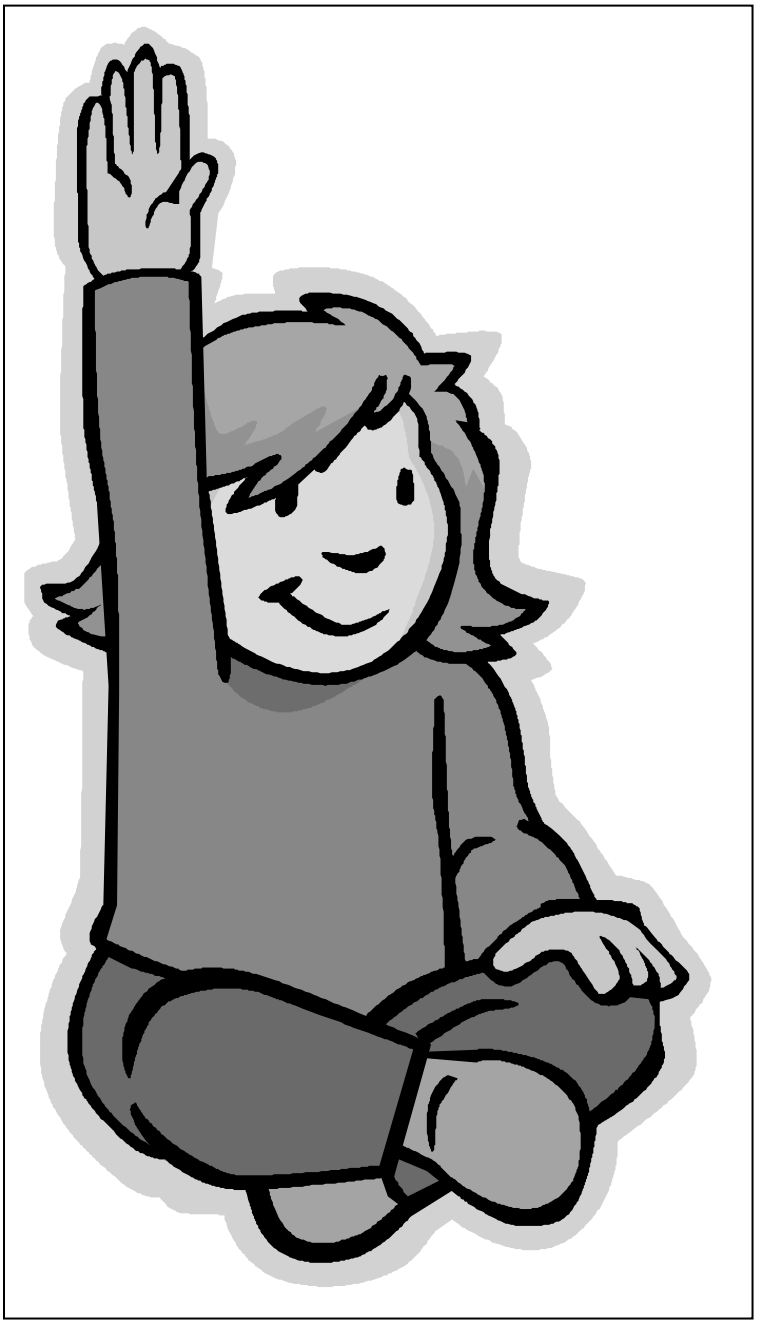

Raise your hand

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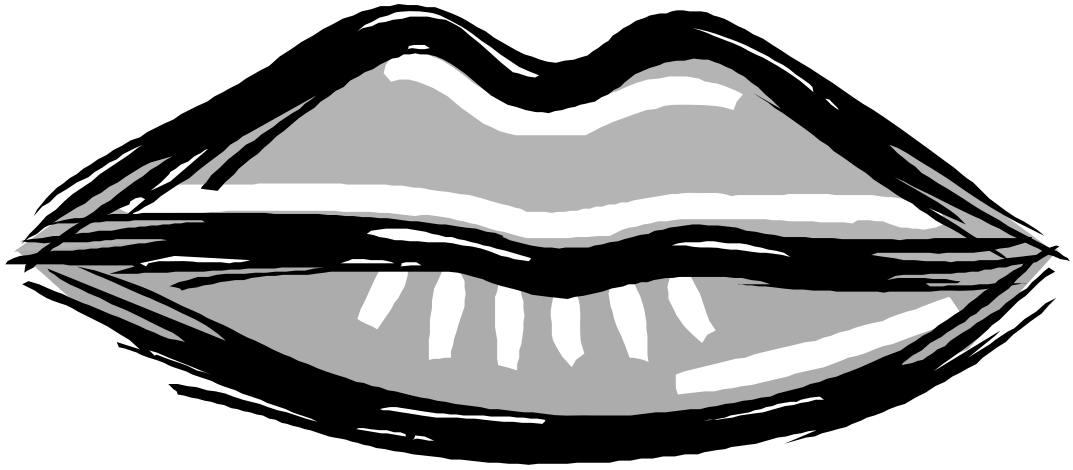

Quiet mouth

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Use your ears

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self-efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Skills for School Success Students will review basic learning skills by making a book and singing *The Learning Song*	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What does success look like?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will create a *Learning Book* depicting five skills for learning.		AD.6.A.0K: Identify the skills needed to be a successful learner.		RF.K.2 RF.K.3	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will learn and sing *The Learning Song*.		AD.6.A.0K.		RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will create a *Learning Book* depicting five skills for learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture ___x__ Explicit Teaching (Ls. 1) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __x___ Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___x___ Learning Activity Packages (Ls. 1, 2) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Skills for School Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of School

Lesson Titles:
Lesson # 1: Body Basics
Materials/Special Preparations Required:
Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

Lesson # 2: The Envelope Guessing Game
Materials/Special Preparations Required:
Mystery envelopes containing pictures (One envelope per child)
Partnering Bracelets (also used in Lesson 1)
Scoring rubric for *Targeted Skills*
Take-home activity sheet (includes directions for playing game)

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner. (DOK Level -2)

American School Counselor Association (ASCA) National Standard:
Academic Development Standard
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does it look like to be a successful learner?
What happens when we don't do what is expected?

Unit Measurable Learning Objectives:

The student will follow a visual instruction three times.
The student will demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Explicit Teaching; Drill & Practice; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X__ Experiential (Games; Focused Imaging)
_____ Independent Study
_X__ Interactive Instruction (Think, Pair, Share; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Lesson #1: Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson #2: Performance Task: Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*.

Brief Summary of Unit:

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

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What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Vocabulary: successful student

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Unit #1 Title: Skills for School Success

Lesson Title: Body Basics **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will follow a visual instruction three times.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson Preparation

Essential Questions:

What does it look like to be a successful learner?

Engagement (Hook):

Let's sing *London Bridge is Falling Down.* (Counselor leads students in singing.) Today we will learn new words to this song.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor displays the flash cards for students to reference during teaching of song.	1. Students look at flash card pictures.
2. Counselor teaches students the *Body Basics* song. Make up actions for each part of song and use actions while singing. (Eyes on teacher could be making circles with finger and thumb and holding them up to eyes like glasses; Hands to self could be placing hands in lap; Crisscrossed legs could be rhythmically patting hands on knees with legs in crisscrossed position; and raise your hand and wait could be hand raised, etc.)	2. Students learn song, and sing. (Students perform actions for each part of song.)
3. When students are able to perform song independently, counselor places partnering bracelets on students while they continue to	3. Students sing while teacher is placing bracelets on their wrists.

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sing.	
4. Counselor instructs the students to find their partner, and sit with that partner. Students partner themselves by matching symbol bracelets. For example, students with stars on bracelets partner up and students with circles on bracelets partner up. For example, one partner will have a large symbol of a star and the matching student will have a small symbol of a star. Students will find their partners by matching symbols. After completion of flash card set, the students will switch roles.	4. Students sit with (bracelet) partner.
5. Counselor passes out the flash cards. (One set for each pair of students.)	5. Student with larger symbol holds the flash cards. The student with the larger symbol will quiz the student with the smaller symbol first. The student will act out the flash card (using the actions in the song) for a correct response.
6. Teacher says, "Hold up the flash card titled *Eyes on Teacher When She Talks*. What do we look like when we remember eyes on teacher?"	6. Students demonstrate their knowledge of what eyes on teacher looks like by looking at the teacher and doing the action learned in song.
7. Counselor proceeds in the same manner with subsequent cards, saying, "What does 'hands to self' look like? What does 'raise your hand' look like? What do 'crisscrossed legs' look like?"	7. Students demonstrate each flash card in turn, by doing the actions learned in the song for each flash card.
8. Counselor instructs student with larger symbol to pass the flash cards to partner with smaller symbol. Repeat process outlined above (steps 6-8).	8. Students repeat process with other partner holding cards.
9. Counselor collects the cards at the end of the activity and instructs the students to return to group gathering area.	9. Students give counselor cards and return to group gathering area.
10. Counselor repeats the process holding flash cards for entire group to demonstrate	10. Students participate in group assessment.

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simultaneously. Counselor records number of students with correct response to cards on the scoring chart.	
11. After group assessment is completed the Counselor instructs students to sing *Body Basics* song as a closing activity.	11. Students sing song.
12. Counselor instructs students to return to their seats and leaves students/teacher with color page that consists of the four flash cards for the teacher to display and for the students to color/display/take home.	12. Students return to their seats.

Teacher Follow-Up Activities

1. Students may color flash card pages and they can be used to repeat the flash card game or can be displayed in the classroom as a reminder of the skills of a successful learner.

2. Students may continue to sing the *Body Basics* song for morning openings with their teacher.

3. Students might choose to take the flash cards home in order to practice *Body Basics* at the supper table.

4. The teacher may also want to teach the group a *Line Basics* song to help students walk in the hallways appropriately. Using the same tune, write words that would instruct the students the appropriate skills for walking in the hall; lining up for lunch; etc.

Counselor reflection notes (completed after the lesson)

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Body Basics Song:

(Sung to the tune of *London Bridge is Falling Down*)

Written by: Annie Moffatt

Eyes on teacher when she (he) talks,
when she (he) talks,
when she (he) talks.
Eyes on teacher when she (he) talks,
we are learners.

Crisscrossed legs and hands to self,
hands to self,
hands to self.
Crisscrossed legs and hands to self,
we are learners.

Raise your hand and wait to speak,
wait to speak,
wait to speak,
Raise your hand and wait to speak,
we are learners.

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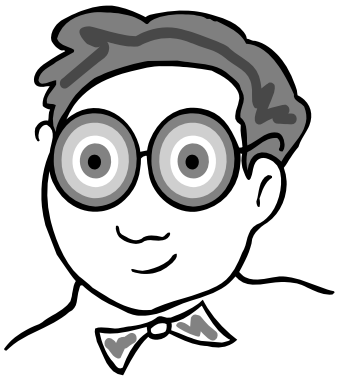
Body Basics Flash Cards

(Option of enlarging on photo-copy machine and adding cardboard backing for strength.)

Eyes on Teacher When She Talks 	**Crisscross Legs**
Hands to Self	**Raise your Hand and Wait to Speak**

Scoring Chart

Body Basics Behavioral Expectation	Number of Students demonstrating correct response.	Percentage of students with correct response.
Eyes on Teacher		
Crisscross Legs		
Hands to Self		
Raise Hand and Wait		

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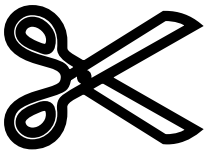
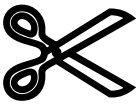
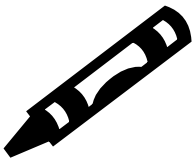
Partnering Bracelets

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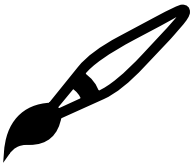

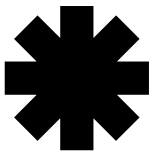

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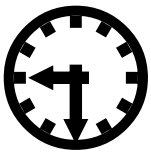

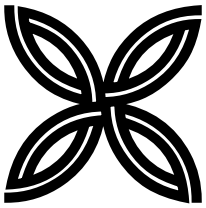

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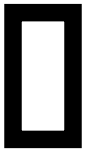
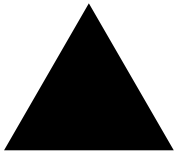

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Unit #1 Title: Skills for School Success

Lesson Title: The Envelope Guessing Game **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner.

American School Counselor Association (ASCA) National Standard:
Academic Development Standard

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Mystery envelopes (One envelope per child)
Pictures within mystery envelopes
Partnering Bracelets (also used in lesson 1 of this unit)
Scoring rubric for *Targeted Skills*
Take-home activity sheet (includes directions for playing game)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate skills such as taking turns, asking questions, and participating at least once during a game.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will demonstrate taking turns, communicating, asking questions, and participating by playing the *Mystery Envelope Game*.

Lesson Preparation

Essential Questions:

What happens when a student doesn't do what is expected of them at school?

Engagement (Hook):

"Today we are going to play the game *Twenty Questions*." Counselor leads class in a quick game of 20 Questions. At completion of game, counselor will tell students "now we will play a different kind of guessing game."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson 1, by using partnering bracelets.	1. Students will sit next to their partners forming a circle arrangement.
2. Counselor will instruct students on how to play the *Mystery Envelope Game* by demonstrating the game with a sample pair of students. (The *Mystery Envelope Game* is similar to the familiar game *Twenty Questions*). The counselor can determine what pictures to use during the game or select his or her own pictures. Some of the pictures provided may be too advanced for some groups.	2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Counselor will say, "Students, we are going	3. Students will offer some ideas about what

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to play the *Mystery Envelope Game*. I have given (name of player #1) an envelope. It has a picture of something inside. This other player's job (student #2) is to guess what that something is. The player can ask questions that will help him guess.	questions might help the player guess what is in the envelope.
Students, what kinds of questions do you think would help this player?" (The counselor can use these responses to further teach the students which types of questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.	(Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer.)
4. The counselor will teach the students some possible questions that will help while playing the game. Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?	4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.
5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"	5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.
6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.	6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.
7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently. The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an	7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)

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envelope, the counselor will give them another envelope that contains a different mystery object.	
8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.	8. Student pairs continue to play the game independently.

Teacher Follow-Up Activities

1. Students may take home an activity sheet with pictures on it that they can cut apart, and place in mystery envelope at home in order to continue practicing the questioning and communication skills. Tell the students they can also play this game with real objects from home.

2. Teacher may continue to play *Mystery Envelope Game* with students throughout the year. The teacher may also choose to use objects found in the room to help the students with orientation of where certain materials are located in the room, since it is the beginning of the year and students are becoming familiar with the contents of the classroom.

Counselor reflection notes (completed after the lesson)

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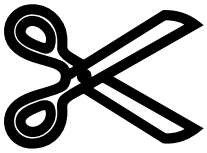
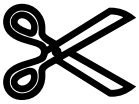
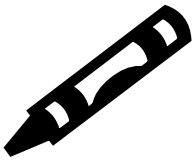
Partnering Bracelets

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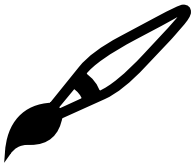

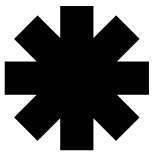

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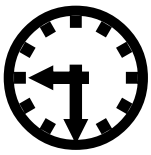

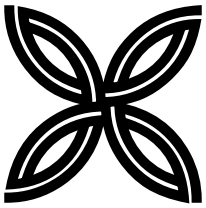

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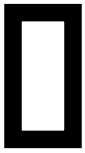
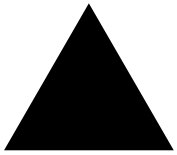

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Targeted Skills Scoring Rubric

Directions for using Scoring Rubric

Turn Taking Skills – A **(+)** response would indicate students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of: hands to self, taking turns listening, eyes on partner when partner speaks, and crisscross legs.)

Questioning Skills – A **(+)** response would indicate the ability to ask effective, relevant questions that are successful in identifying the object.

Participation Skills – A (+) response would indicate demonstrating all the above, as well as on-task behaviors.

Targeted Skills	**Students demonstrating the targeted skills.** **+ = Yes** **- = No**	**Total Number of Students demonstrating correct response.**	**Percentage of students with correct response.**
Turn Taking Skills			
Questioning Skills			
Participation Skills			

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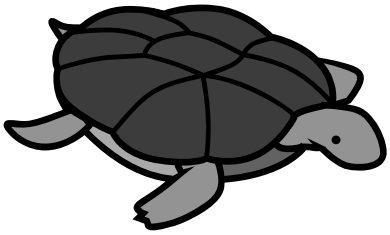
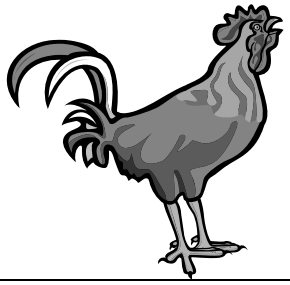
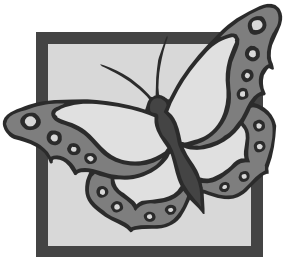
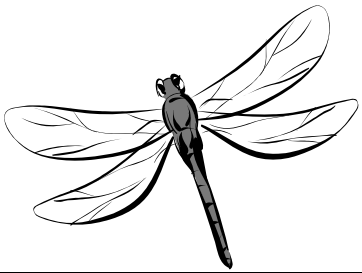
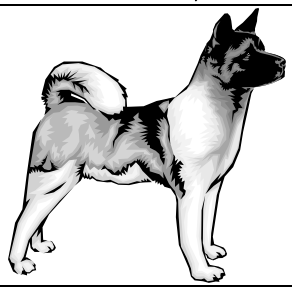
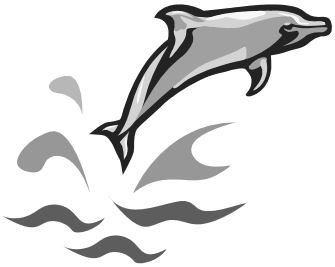
Pictures to be used in Envelopes for Mystery Envelope Game
(Place one picture in each envelope.)

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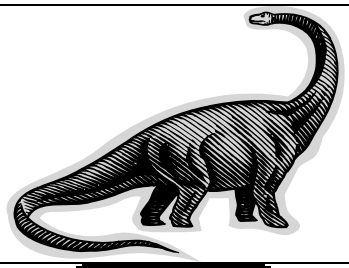	
	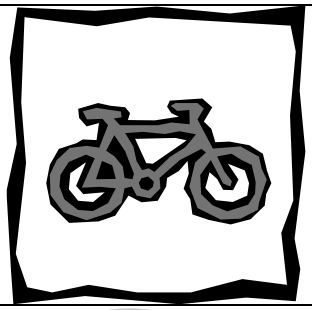
	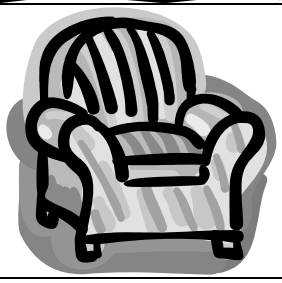
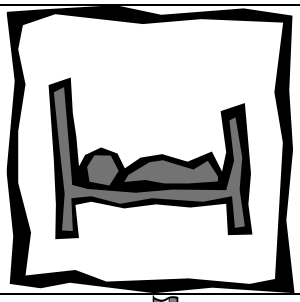	
	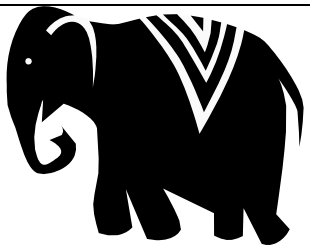
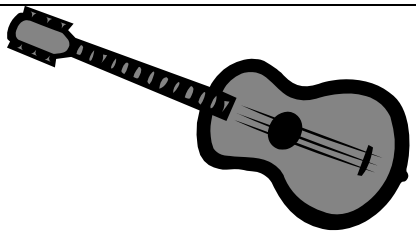	

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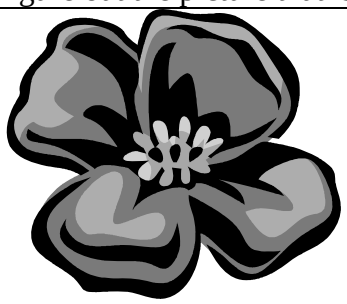
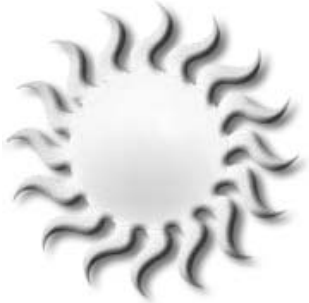
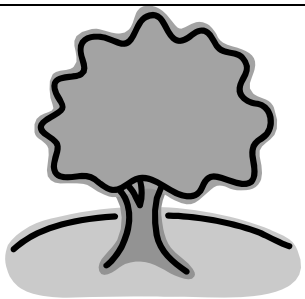
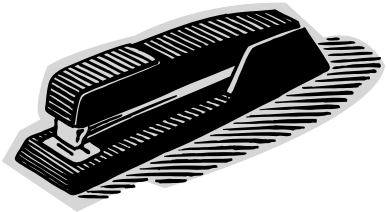
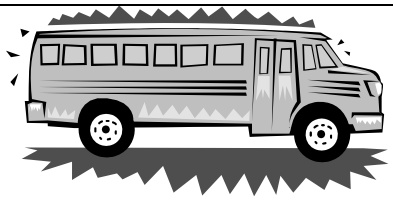
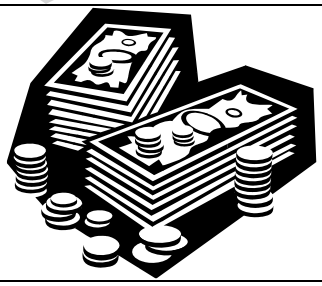
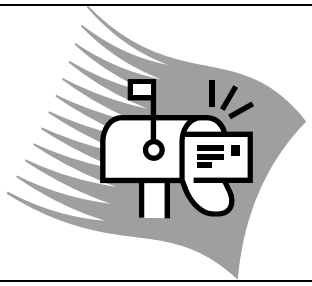
Take Home Page: *Mystery Envelope Game*

DIRECTIONS: Cut apart the pictures on this page. Place pictures in an envelope labeled *Mystery Envelope*. One person draws a card out of the envelope without showing it to their partner. The partner's job is to ask questions (as you would when playing *Twenty Questions*), and try to figure out the picture that is on the card.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Skills for School Success This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What happens when we don't do what is expected?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will follow a visual instruction three times.		AD.6.A.01: Demonstrate the skills needed to be a successful learner.		RF.1.2 RF.1.3 SL.1.1 SL.1.4 SL.1.5 L.1.4	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will demonstrate turn-taking skills, questioning skills, and participation skills (or skills—taking turns, questioning, and participation) at least once during a game.		AD.6.A.01		RF.1.2 RF.1.3	AD A.	Level 2

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.
Students will demonstrate taking turns, communicating, questioning, and participating by playing the Mystery Envelope Game.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lessons: Lesson 1 Body Basics Lesson 2 The Envelope Guessing Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do**
1 2	See: Lessons: Lesson 1 Body Basics Lesson 2 The Envelope Guessing Game

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture ___x__ Explicit Teaching (Ls. 1, 2) ___x__ Drill & Practice (Ls. 1) _____ Compare & Contrast _____ Didactic Questions ___x__ Demonstrations (Ls. 1) _____ Guided & Shared - reading, listening, viewing, thinking (L. 1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 1, 2) ___x__ Storytelling (Ls. 1) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 1, 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Goal-Setting **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Mid-year.

Lesson Titles:
Lesson # 1: Talk is Cheap (Part 1)
Materials/Special Preparations Required:
The book: *The Tortoise and the Hare*
Dry Erase Board/SmartBoard/Other Visual Media

Lesson # 2: Talk is Cheap (Part 2)
Materials/Special Preparations Required:
Student Activity Page – *Talk is Cheap*
The book: *The Tortoise and the Hare*
Brown and Green Crayons

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.02: Identify goals that lead to learner success. (DOK Level -2)

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can goals be useful?

Unit Measurable Learning Objectives:

The student will identify strategies for goal setting and planning.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation)
____ Experiential
___ Independent Study
_X_ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will identify strategies for goal setting and planning.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Demonstrate the skills needed to be a successful learner.

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Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 1) **Lesson**: 1 of 2

Grade Level: 2

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.02: Identify goals that lead to learner success.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

1. A copy of *The Tortoise and the Hare*. If you cannot locate the book, look up the story on the Internet.
2. Dry Erase Board/Smart Board/Other Visual Media

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will collaborate with others to identify at least three strategies to accomplish a goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will identify strategies for goal setting and planning.

Lesson Preparation

Essential Questions:

How can goals be useful?

Engagement (Hook):

"Have you ever heard the expression "talk is cheap," or "put your money where your mouth is?" Do you know the name of the famous story that tells about a tortoise that asked a rabbit to put his money where his mouth was? That story is called *The Tortoise and the Hare.*"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will read the story, The Tortoise and the Hare, to the students.	1. Students will listen to the story and look at the pictures.
2. Counselor will ask the following discussion questions:	2. Students will participate in discussion:
a. Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, "I want to ride my bike by the time school starts." We call that setting a goal.	a. Students might say learning to ride a bike or skateboard or play a challenging game.
b. What was the goal of the Tortoise in the story? What was the goal of the Hare in the story? It sounds to me as if you are saying that they both had the same goal.	b. Students might say, "To win the race." Students might say, "To win the race."
c. Why do you think the Tortoise accomplished his goal and the Hare did not?	c. Students might say because the Hare stopped before the race was over.
d. Yes. That's right. Do you think the Hare had a plan to win the race? Do you think he practiced for the race?	d. The students might say, "No."
e. Do you think the Tortoise had a plan for	e. The students might say, "Slow and

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the race? What do you think his plan was? f. If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?	steady wins the race." f. The students might say, "I'd get a lot of sleep, and eat my breakfast, and practice running everyday."
5. The counselor asks students to brainstorm strategies that helped the Tortoise accomplish his goal. The counselor will write the strategies on chart paper and give the strategies sheet to the teacher to reinforce in the classroom.	5. The students will brainstorm ideas.
6. The counselor and students will review the concept of goal setting and share the key points of the discussion. During the next lesson students will complete the *Talk is Cheap* Activity Sheet.	6. The students will participate in the review of discussion.

Teacher Follow-Up Activities

The teacher will review the list with students and post it in the room to reinforce throughout the year.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 2) **Lesson**: 2 of 2

Grade Level: 2

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.02: Identify goals that lead to learner success.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

A copy of *The Tortoise and the Hare.*
Student Activity Sheet – *Talk is Cheap*
Brown and Green Crayons.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a learning goal and identify one strategy for accomplishing that goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will identify strategies for goal setting and planning to meet goals that lead to learner success.

Lesson Preparation

Essential Questions:
How can goals be useful?

Engagement (Hook):
Review the expression "talk is cheap," or "put your money where your mouth is?" The counselor shows the book *The Tortoise and the Hare*, which was read the week before. The counselor briefly reviews the story with the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will hand out *Talk is Cheap* Activity Sheet and instruct students to get out a brown crayon and a green crayon.	1. Students will get out a brown crayon and a green crayon.
2. Counselor will read the Activity Sheet or ask students to take turns reading the Activity Sheet. The class will determine the correct answers. (Numbers 6, 8, 9, 10, 13, 17, and 18 should be colored brown and the rest colored green.)	2. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly.
3. The counselor will say, "What if your goal was to become the best learner that you can be? If there were a learning race, how would you prepare to win it? You would want to set a goal and make up a plan to accomplish that goal. What kind of learning goal might you set and what might be your plan to accomplish it?" The counselor will ask each student to	3. Students will brainstorm possible learning goals.

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brainstorm what might be a good learning goal and record the ideas.	
4. The counselor will say, "At the bottom of the activity sheet is a space to write a learning goal. Please write one of your learning goals in the space provided."	4. Students will write a personal learning goal on the activity sheet.
5. The counselor will say, "Each of you will tell me one strategy the tortoise will do to prepare for his race that you want to do to prepare to meet your goal."	5. Students will state one of the following strategies: a) Set a goal and make a plan on paper; b) Tell someone about your plan and get that person's help to monitor your progress; c) Put the plan into action-practice; d) Reward small steps; e) Revise your plan if it is not working; f) Don't quit until you've accomplished the goal.
6. As each student states a strategy, the counselor will ask the student to write the strategy on the activity sheet.	6. Students will finish the last section of the activity sheet by writing one important strategy to accomplish their goal and share the strategy with the group.
7. The counselor will close by reviewing the activity and encourage students to set goals.	7. The students will participate in the review.

Teacher Follow-Up Activities

Teacher may continue to use the goal-setting vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment.

The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

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Talk is Cheap…

But Setting a Goal and Following a Plan will be Richly Rewarded

DIRECTIONS: Color the square green (Tortoise Color) if it describes a good strategy for Setting a Goal or Following a Plan to accomplish a goal. Color the square brown (Hare/Rabbit Color) if it describes a behavior that does not involve goal setting or following a plan to accomplish a goal.

Set a goal and make a plan on paper.	1. This animal wrote down what time everyday he would stretch and exercise.	7. This animal wrote down the healthy food he would eat everyday.	13. This animal did not set any goal or write down any plan.
Tell someone about your plan and get that person's help.	2. This animal asked his friend squirrel to run the racetrack to look for problems.	8. This animal did not ask anyone to help him plan.	14. This animal asked duck to reward him every time he got one second faster.
Put the plan into action-practice.	3. This animal got to bed every night at 8:00 just as he had planned.	9. This animal talked about lifting weights for the race but never did.	15. This animal ate a healthy, balanced diet that he had planned with his mother.
Reward small steps.	4. This animal met his short-term goal of getting one second faster each day and rewarded himself with a cookie.	10. This animal didn't prepare in small steps, he didn't think he needed to improve in any way.	16. This animal met his short-term goal of getting to bed on time each night and bought himself two new pairs of socks.
Revise your plan if it is not working.	5. This animal found out that running too fast, tired him out to soon, and he decided slow and steady wins the race.	11. This animal found out that eating chocolate before bedtime kept him awake, so he stopped.	17. This animal kept making the same mistakes every time and didn't learn from them.
Don't quit until you've accomplished the goal.	6. This animal went to sleep before the job was done.	12. This animal never stopped following his plan until the goal was accomplished.	18. This animal didn't think he needed to make a plan to meet his goal.

My Learning Goal is . . .

_____

One strategy for setting a goal and following a plan to accomplish that goal is …

_____

_____

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Goal Setting This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can goals be useful?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify strategies for goal setting and planning		AD.6.A.02: Identify goals that lead to learner success.		RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.6 L.2.1 L.2.2 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2

ASSESSMENT DESCRIPTIONS*:

Students will identify strategies for goal setting and planning.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect

	_____ Experiential _____ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast (Ls. 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	___x__ Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform ___x__ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson 1: Goal Setting and Self-Assessment
Materials/Special preparations Required:
5 consecutive spelling test grades for each student
Test Score Goal Sheet
Test Scores Bar Graph Sheet
Pencil and crayons for each child
Scale and materials to put on it (rocks & cotton balls)

Lesson 2: Reflection on Educational Goal Setting and Self-Assessment
Materials/Special preparations Required:
Spelling or other content area score from their last test
Test Score Analysis Sheet
Each student's *Test Score Goal Sheet* and *Test Score Bar Graph Sheet* from Lesson I
Writing Materials

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.03: Identify education goal-setting and self-assessment skills. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do I make decisions that will help me to be successful?
How do individuals make positive changes?

Unit Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her goal.
The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Reflective Discussion, Writing to Inform)
__X__ Experiential (Conductng Experiments)
___ Independent Study
____ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will track and analyze his/her test scores after setting a goal for score improvement.

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Brief Summary of Unit:
Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students should know how to interpret and make a bar graph; brainstorm ideas; follow directions, and write.

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Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills

Lesson Title: Goal Setting and Self-Assessment **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.03: Identify education goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

5 consecutive test grades for each student
Test Score Goal Sheet,
Test Scores Bar Graph Sheet
Pencil and crayons for each child
Scale and materials to put on it (rocks & cotton balls)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines amd accomplish goals

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will set a test score goal and graph their progress.

Lesson Preparation

Essential Questions:
How do individuals make positive changes?

Engagement (Hook): Bring in the scale and show the students how it works even when there is nothing on it. Put cotton balls on the scale to signify 4 As on their spelling tests. Put 1 heavy rock on the scale to signify an F on a spelling test. Counselor lets the students know how much the F weighs their grade down.(Spelling is used as an example in this lesson but counselors and teachers may substitute other content areas assessment as deemed necessary per the school's curriculum.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out *Test Score Bar Graph*	1. Students place their writing and drawing

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Sheet and list of last 5 spelling scores or other content area assessment scores for each child (each child places writing material on desk).	materials on their desk.
2. Counselor instructs students to write their names at the top of their *Test Score Bar Graph Sheet*.	2. Students follow directions.
3. Counselor explains that the students are going to fill out the *Test Score Bar Graph Sheet* using their last 5 spelling test scores. Students are instructed to write the date of the oldest test score they have in the first column that says date.	3. Students follow directions.
4. Counselor directs students to write the score of the spelling test they took on that date under the date box.	4. Students follow directions.
5. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil.	5. Students follow directions.
6. After checking each student's paper, counselor directs the students to choose a crayon and color the column up to, and including, the box with the star.	6. Students follow directions.
7. Counselor continues the same procedure with all scores, leaving last column blank.	7. Students follow directions.
8. Counselor collects papers to save for Lesson 2 and hands out *Test Scores Goal Sheet*, instructing students to write their names on their papers.	8. Students follow directions.
9. Counselor directs students to write down their last 5 spelling test scores.	9. Students follow directions
10. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week.	11. Students follow directions
11. Counselor instructs students to come up with some ways to achieve their goals	11. Students brainstorm ideas and write ones they think they can implement.

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(study the night before the test, study every night, get a study buddy to help, write the words 5 times, look for word patterns, etc) and to write them on their papers.	
12. Teacher closes lesson by collecting the *Test Score Goals Sheets* to save for Lesson 2 and reminding students to focus on their goals. Students are asked to discuss how this would help to improve grades.	12. Students respond with ways this strategy could help to improve their grades.

Teacher Follow-Up Activities

Teacher will review the importance of good study habits as a skill necessary for success in school. Review the *Test Score Goal Sheet* and *Test Score Bar Graph* sheet and use in various curriculum areas to help students track their progress.

Counselor reflection notes (completed after the lesson)

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

   A. _____

   B. _____

   C. _____

   D._____

   E._____

2. What is my goal for my next _____test score?

_____

3. What steps will I take to reach my goal?

_____

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Name_____

_____ Test Scores Bar Graph Sheet

Lesson 1

Score	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Next Test Date:**
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills

Lesson Title: Reflection on Educational Goal Setting and Self-Assessment **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.03: Identify education goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Spelling or other content area score from their last test
Test Score Analysis Sheet
Each student's *Test Score Goal Sheet* and Test Score Bar Graph Sheet from Lesson 1
Writing Materials

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives,

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		essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will track and analyze their test scores after taking steps to reach their test score goal.

Lesson Preparation

Essential Questions:

How can I improve my performance in school?

Engagement (Hook):

Remind the students about how the rocks that signified the F weighed the scale down. Let them know that today we are going to look at your most recent spelling scores and see how well you did at meeting your goal for your last test.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor distributes *Test Score Bar Graph* and the *Test Score Goal Sheets* from the previous lesson, and each student's individual score on his or her last spelling test or content area test. The counselor passes out the *Test Score Analysis Sheet* to each student.	1. Students follow directions.
2. Counselor asks students to write down their	2. Students follow directions.

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last spelling test score on the *Test Score Analysis Sheet* in the line for #1. The counselor monitors students.	
3. Counselor asks students to look at the *Test Score Bar Graph Sheet* from the previous lesson and decide if their latest score was higher or lower than their previous scores; then write the answer to question #2 on the *Test Score Analysis Sheet*.	3. Students follow directions.
4. Counselor asks students to look at their goal, written on *Test Score Goal Sheets*, and see if they met their goal; then answer the questions #3 and #4 on the *Test Score Analysis Sheet*.	4. Students follow directions.
5. Counselor asks students to look at *Test Score Goal Sheets* and read what they wrote for #3.	5. Students follow directions.
6. After reflecting on the answer they wrote for #3 during the previous lesson, direct the students to answer question #5 on *Test Score Analysis Sheet*.	6. Students follow directions.
7. Have students reflect on their behavior before their last spelling test/content area test and answer question #6 on the *Test Score Analysis Sheet*.	7. Students follow directions.
8. Ask students to complete question #7.	8. Students follow directions.
9. Have students answer question 8 and collect papers.	9. Students follow directions.

Teacher Follow-Up Activities

The teacher will review the Test Score Analysis Sheet. The teacher may also want to have the students to journal weekly regarding how their behavior, office referrals, think sheets may also reflect their grade.

Counselor reflection notes (completed after the lesson)

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Name_____

_____ Test Scores Analysis Sheet

1. My test score on my last test _____.
2. Was my last score lower or higher than my other scores? _____
3. My test score goal _____.
4. Did I meet my goal?_____
5. Did I follow my steps to meet my goal? _____
6. Which steps did I follow?

_____

_____

_____

_____

7. How can I prepare for my next _____ test?

_____

_____

_____

_____

8. If I do nothing, what can I expect of my next _____score?

_____

_____

_____

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

   A. _____

   B. _____

   C. _____

   D._____

   E._____

2. What is my goal for my next _____test score?

_____

3. What steps will I take to reach my goal?

_____

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Name_____

_____ Test Scores Bar Graph Sheet

Score	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Next Test Date**
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Educational Goal-Setting and Self-Assessment Skills Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do I make decisions that will help me to be successful?
2. How do individuals make positive changes?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03: Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:

The student will track and analyze his/her test scores after setting a goal for score improvement

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson 1 Goal Setting and Self-Assessment

2 3	Lesson 2 Reflection on Educational Goal Setting and Self-Assessment				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls.1, 2)	**Indirect:** __x___ Problem Solving (Ls. 1, 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1, 2) _____ Writing to Inform (Ls. 2) _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives __x___ Conducting Experiments (Ls. 1, 2) _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Goal-Setting **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime.

Lesson Titles:
Lesson 1: Man On the Moon!
Materials/Special Preparations Required:
Student Hand Out and Student Work Page
A jar
A picture of an astronaut and a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

Lesson 2: Simon Says – Taking Small Steps Towards My Goal
Materials/Special Preparations Required:
"Simon Says" script – Attached to lesson

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are some of the positive outcomes of goal setting?

Unit Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.
The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Didactic Questions, Guided & Shared)
__X__ Indirect (Problem Solving, Reflective Discussion)
__X__ Experiential (Games)
____ Independent Study
__X__ Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a work page that will demonstrate the knowledge of goal-setting skills.
The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment.

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Lesson two helps students learn the skills necessary in making short-term goals.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Revise and practice education goal-setting and self-assessment skills.

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Unit #1 Title: Goal-Setting

Lesson Title: Man On the Moon! **Lesson:** 1 of 2

Grade Level: 4

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study

Grade Level Expectation (GLE):
AD.6.A.04. Revise and practice educational goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Student Hand Out and Student Work Page.
A picture of an astronaut, a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
A jar
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Student Work Sample:
The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

Lesson Preparation

Essential Questions:

Why is it important to set goals?
How do you achieve a goal?

Engagement (Hook):

John F. Kennedy once challenged our nation to be the first to put a man on the moon. Martin Luther King challenged our country to pass laws that would enable people of all races to have equal opportunity. What challenges do you ask of yourself? And what goals will you set to help you accomplish those challenges?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will say, "Students, I challenge you to be goal-setters, and problem-solvers. Today, I want you to think about something that you thought you would never be able to do. Not too long ago, when I was a child, to see a man walk on the moon was something that didn't seem possible. But, it was a goal that was accomplished with two important tools. Those tools were goal-setting, and problem-solving." Counselor holds up a large sheet of paper with a picture of an	1. Students will listen and watch.

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astronaut attached to it and says, "Let's pretend that this picture of an astronaut is a real astronaut and our goal tody is to get the astronaut to the moon. Well perhaps not on the moon, but into this jar that I will put over there in the corner of the room."	
2. The counselor will distribute the instruction page for the *Student Handout Sheet*. The students will be able to read the answers to the following questions:	2. Students will look at the *Student Handout Sheet* for the answers to the questions.
• "What is our goal?"	• Students will answer, "To get the paper in the jar."
• "What is my timeline? How long do we have until we have to accomplish our goal?"	• Students will answer, "In the next 15 minutes."
• "What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?"	• Students will answer, "You can ask anyone in the room for help and you can use any materials that are in the room."
• "Are there any limitations that will make accomplishing the goal seem difficult?"	• Students will answer, "You can not move from where you are now standing and no one else in the room can get out of their chairs. The piece of paper that you are holding is too large to fit in the jar and you can not exchange the jar for another one."
3. The counselor will say, "Why should I even try to accomplish this goal? It seems impossible."	3. Students will answer, "The pay-off is in the jar." (The jar has a reward in it.)
4. The counselor will say, "Okay, I don't think I can accomplish this goal on my own. I'm going to need your help. Will you help me?"	4. Students will answer, "Yes."
5. The counselor will say, "What is problem number one that is keeping me from accomplishing my goal?"	5. Students will answer, "The paper is too big."

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6. The counselor will say, "What are the possible solutions to this problem and which one should we try first and then second if the first plan doesn't work?"	6. Students will read the list of possible solutions and possibly add to them with their own ideas. The class will decide which solution to try first and then which to try second.
7. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)	7. Students will continue to answer the counselor's questions based on the answers on the student hand out.
8. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the students to complete the work page while they are enjoying the reward (treat).	8. Students will enjoy the reward while completing the student work page. (See Student Work Page.)
9. Counselor will instruct students on how to complete the work page by demonstrating one selected student's possible responses.	9. Students will follow along as counselor demonstrates how to complete the work page using a selected student's goal as an example.
10. Counselor will allow students to complete the work page using a personally selected goal.	10. Students will complete the work page using a personally selected goal.

Teacher Follow-Up Activities

1. Teacher may continue to use the goal-setting and problem-solving vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment. An example of a writing assignment might be to ask the student to write a story about a goal that they were able to accomplish or a goal that they were still working on accomplishing.

2. The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

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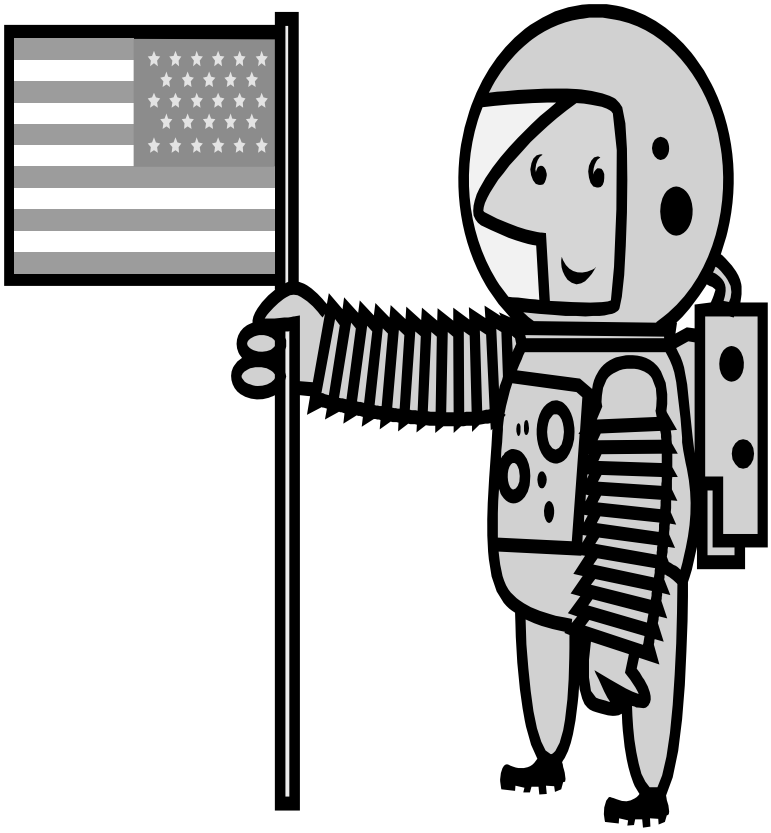
Picture of an Astronaut



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Student Hand Out

Man on the Moon
Goal-Setting, Problem-Solving Game Rules

GOAL: What do I want to accomplish?
I want to get the astronaut into the jar.

TIMELINE: When do I want to accomplish my goal?
I have 15 minutes from now.

RESOURCES: What do I have that I can use to accomplish my goal?
I can ask anyone in the room for help and I can use any materials that are in the room.

LIMITATIONS: What might keep me from accomplishing my goal?

- I can not move from the place that I am standing now and no one else in the room can leave their seats.
- The paper that the astronaut is on is too big to fit in the jar.
- The jar can not be exchanged for another jar.

REWARD: What will I gain if I accomplish my goal?
I will be able to share the reward in the jar with the class.

PLAN: What steps will I take to accomplish my goal?

Identify the Problem	***Brainstorm Possible Solutions***	***Choose a Possible Solution to Try***	***Did it Work? If first solution didn't work, try another.***
The goal is too big. It seems impossible.	1. Quit, give up. 2. Cut the project up into smaller more manageable pieces. 3. Get a bigger jar.	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	4. 5. Quit, give up. 6. Get help from friends. 7. Cheat. 8. Deal with it tomorrow.	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

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Student Work Page

I Can Make a Plan

I can use Goal-Setting, Problem-Solving, and Self-Assessment to become a Life-Long Learner.

GOAL: What do I want to accomplish?

_____

_____

REWARD: What will I gain if I accomplish my goal?

_____

_____

TIMELINE: When do I want to accomplish my goal?

_____

_____

RESOURCES: What do I have that I can use to accomplish my goal?

_____

_____

LIMITATIONS: What might keep me from accomplishing my goal?

_____

_____

PLAN:

- What steps will I need to take to accomplish my goal? (Long-Term Goal)

  _____

  _____

- How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

  _____

  _____

- What limitations or problems do I think might keep me from my goal?

  _____

  _____

- What solutions could I try to solve any problems that might keep me from my goal?

  _____

  _____

- How will I know if I am being successful in working toward my goal?

  _____

  _____

- How will I reward myself for accomplishing each smaller step towards my goal?

  _____

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Unit #1 Title: Goal-Setting

Lesson Title: Simon Says – Taking Small Steps Toward My Goal **Lesson:** 2 of 2

Grade Level: 4

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Simon Says Script

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Student acquired knowledge:
The student will demonstrate knowledge and understanding of strategies related to studying, which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Lesson Preparation

Essential Questions:
Why is it necessary to know the steps needed to accomplish goals?

Engagement (Hook):
Ask, "Who can tell me the rules we usually follow for the game *Simon Says*?"
Volunteers state rules.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Explain to students that today they will play a version of Simon Says in which only some students will respond to each command.	1. Students listen and respond to the commands.
2. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.	2. Students listen.
3. Lead a game of Simon Says. Remind students to try to remember what they learn about their classmates. Provide such directions as those on the *Simon Says Script*.	3. Students listen and observe.
4. At the end of the game, have students sit in a circle.	4. Students move to a circle.
5. Ask each student to name one way in which	5. Students listen and take turns in the

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he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math."	discussion.
6. Ask students to talk about new ways to study they learned today.	6. Students listen and take turns in the discussion.
7. So that everyone will have the chance to share something, go around the circle asking students why is it important to plan our studying as first step towards accomplishing our educational or academic goals.	7. Students listen and participate in the discussion.
8. Also ask students how studying with discipline and application can help them accomplish bigger educational or academic goals.	8. Students listen and participate in the discussion.

Teacher Follow-Up Activities

Have students set short term goals to improve skills, scores, and performance in a subject area that they choose. Once a month, discuss progress toward the goal.

Counselor reflection notes (completed after the lesson)

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SIMON SAYS SCRIPT

1. Simon says "Everyone who takes a nap right after school, stand on one foot."
    - Sit down please.
2. Simon says "Everyone who takes a light snack after school, stand up and put your right hand on your tummy."
    - Sit down please.
3. Simon says "Everyone who studies before going out to play, stand up and touch your forehead."
    - Sit down please.
4. Simon says "Everyone who watches TV all the time after school, stand up and stick your tongue out as far as you can"
    - Sit down please.
5. Simon says "Everyone who never watches television on school nights, stand up and waive both arms like a champion"
    - Sit down please.
6. Simon says "Everyone who does homework in a quiet place away from phone and TV, jump up and down."
    - Sit down please.
7. Simon says " Everyone who does homework at about the same time everyday, stand up with both thumbs up"
    - Sit down please.
8. Simon says "Everyone who likes school, stand up and clap your hands."
    - Sit down please.
9. Simon says, "Everyone who likes math stand with your arms crossed."
    - Sit down please.
10. Simon says "Everyone who likes English remain seated and raise both arms."
    - Put your arms down, please.
11. Simon says "Everyone who likes science stand up and scratch their ears."
    - Sit down please.
12. Simon says "Everyone who plans to get good grades, stand on your left foot and scratch your head."
    - Sit down please.
13. Simon says "Everyone who plans to go to college, stand up, smile wide, and slowly walk clockwise around the classroom"
    - Sit down please.

Choose other categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math." Ask students to talk about new ways they plan to study more effectively in the future (set a goal). Go around the circle so that everyone will have the chance to say something. Encourage students to talk about goals to improve their studying and/or their grades.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Goal-Setting This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment. Lesson two helps students apply the skills necessary to set and accomplish goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What are some of the positive outcomes of goal setting?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.		AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.		RF.4.3 RF.4.4 W.4.2 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan .	Level 3
2. The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.		AD.6.A.04		SL.4.1 L.4.1 L.4.3 L.4.6	AD A	Level 3

ASSESSMENT DESCRIPTIONS*:

1. The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

2. The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast __x___ Didactic Questions (Ls. 1) emonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	__x___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __x___ Games (Ls. 2) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __x___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Educational Plans Are Important

Grade Level: 5

Number of Lessons in Unit: 2 **Time Required for each lesson:** 30 minutes

Best time of year to implement this Unit: Fall

Lesson Titles:
Lesson 1: The Vacation Can Be An Education
Materials/Special Preparations Required:
Writing materials for each student
Let's Go To… and Why Do I Need A Plan? student activity sheets
United States or world wall maps

Lesson 2: Goal-Makers Win the Game
Materials/Special Preparations Required:
GOALS activity sheet
An indoors basketball goal
A small ball
Writing materials for each student

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan. (DOK Level - 1)

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can planning guide my future?

Unit Measurable Learning Objectives:

The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.
The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).
The student will develop a plan to reach at least three personal goals, including possible obstacles.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Compare & Contrast; Guided & Shared-Reading, Listening, View-Viewing, Thinking)
_X_ Indirect (Reflective Discussion; Concept Formation; Concept Attainment)
_X_ Experiential (Simulations)
___ Independent Study
___ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will select short- and long-term goals.

Brief Summary of Unit:

Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for middle school and secondary education classes; then to post high school life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.

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What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Ability to write and discuss ideas.

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Unit #1 Title: Educational Plans Are Important

Lesson Title: The Vacation Can Be An Education **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing a personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Writing materials for each student
Let's Go To and *Why Do I Need A Plan?* student activity sheets
United States or world wall maps

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will list at least three goals he/she wants to accomplish in life (work, family, and leisure).

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will compare and contrast planning for a trip and making a plan for their future.

Lesson Preparation

Essential Questions:

How can planning guide my future?

Engagement (Hook):

Using a United States or world wall map, direct students to think of a place that they have always wanted to visit….New York, Paris, Disney World, Silver Dollar City, Six Flags, Worlds of Fun…Can anyone give me some other examples?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out *Let's Go To*… activity sheet. Students are instructed to write their names at the top of the paper.	1. Students follow directions.
2. Students are directed to pick a location they would like to visit and write it in the blank at the top of their paper. It must be some distance away from home, requiring at least an overnight stay. Call on some students to give their destination.	2. Students follow directions and respond.
3. Brainstorm things they would have to do to go on a trip. Write down several-don't feel compelled to use all of the spaces. Discuss freely all suggestions. Point out how important it is to have a plan before taking a	3. Have students write down their suggestions on the paper.

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vacation or trip.	
4. Approximately 15 minutes into the lesson, hand out other activity sheet *Why Do I Need A Plan?* Discuss what could happen if they didn't take care of the things listed on the other side (such as using a map or navigation system, having money, finding a place to stay, and/or planning for activities). Brainstorm ideas and write them down on the activity sheet (such as go hungry, get robbed, have to go back home, not get to visit places, etc).	4. Students record suggestions.
5. Discuss how having a plan makes for a safe, fun and exciting vacation. Draw a parallel between planning for a vacation and planning for an education. Discuss how students get to choose classes to take in middle school and high school and point out how they would need to figure out what subjects they enjoy. Students should be encouraged to participate in activities in which they excel. Direct students to write down what they enjoy doing in school.	5. Students participate in the discussion, and write subjects and activities they enjoy in school.
6. Discuss how understanding their strengths and abilities can help them prepare for life choices.	6. Students write down what they want to accomplish in life (work, family, leisure)?

Teacher Follow-Up Activities

Teacher will review student activity sheets and include the class in planning lessons in the content areas.

Counselor reflection notes (completed after the lesson)

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Name_____

Let's Go To _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

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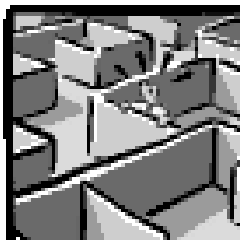
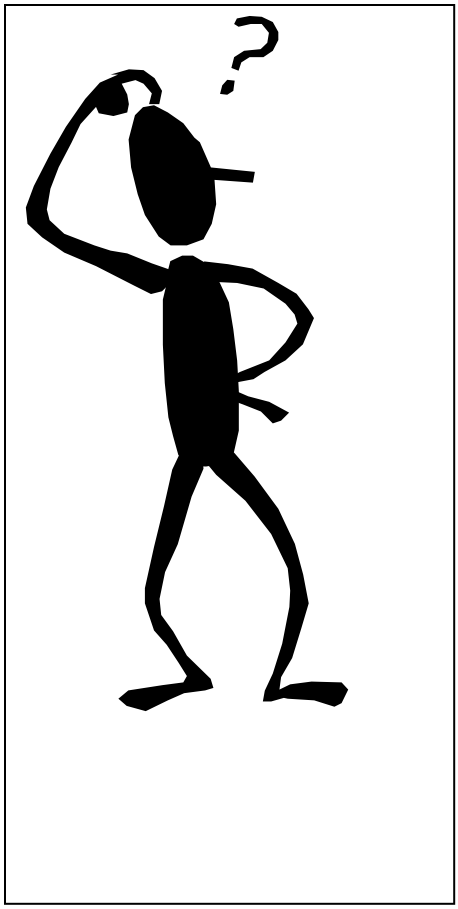
Name_____

Why Do I Need A Plan?





1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____

What academic level do I want to achieve in school? _____
_____
_____
_____

What do I want to accomplish in life (work, family, leisure)?
_____
_____
_____
_____
_____

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Unit #1 Title: Educational Plans Are Important

Lesson Title: Goal-Makers Win the Game! **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

GOALS activity sheet
An indoors basketball goal
A basket ball
writing materials

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three goals.
The student will identify one road block that could get in the way of accomplishing each goal.
The student will identify the first step toward each goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will select long- and short-term goals in order to complete the "GOALS" activity sheet.

Lesson Preparation

Essential Questions: How can goals help me?

Engagement (Hook): Ask students to think of a game they would like to win. If a student chooses basketball, call this student to the front of the class and give this student three chances to make a goal. Call one or two more basketball fans to do the same. Introduce the terms *educational goals* and *opportunities*.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor introduces/reviews the word *goal*. 2. Give examples of educational or academic goals. (Short term): • Finish all assignments on time. • Do my homework. • Prepare for a test. • Have all my supplies.	1. Students give examples of goals. 2. Students listen.

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(Long term): • Make the honor roll the next nine weeks. • Be promoted to the next grade. • Go to college or technical school. • Become a _____ (Favorite career).	
3. Pass out the *Goals* worksheet. Give directions and have students complete the activity. (Collect the completed activity sheets. Tell students that the activity sheets will be returned the next week by their teacher who will do an extension activity.)	3. Students complete the worksheet.
4. Explain the word *opportunity*. Emphasize that, unless they are retained, this is their only opportunity to do well in 5th grade, and each day in school will be their only opportunity to do well in school that day. Suggest that doing their best in school each day is the first step towards achieving academic goals.	4. Students listen and participate.

Teacher Follow-Up Activities

Teacher will review student activity sheets and have students orally share their written examples.

Counselor reflection notes (completed after the lesson)

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GOALS

This is a goal... a basketball goal.

This is also a goal... the finish line.

There are other goals! Goals are worthwhile things you want to accomplish!!

1. Write a goal you want to reach in school this week._____

_____

What is the first step to make it happen? _____

What roadblocks can get in the way? _____

2. Write a goal that you want to accomplish by the end of the school year._____

_____

What is the first step to make it happen?

What roadblocks can get in the way?

3. Write a goal you want to reach when you become a teenager._____

_____

What roadblocks can get in the way? _____

I pledge to be loyal to my goals:

_____ _____ _____

My Signature Date Grade

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Academic Development

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Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Educational Plans Are Important Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for Middle School and Secondary Education classes; then to post High School life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can planning guide my future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.		AD.6.A.05: Recognize the importance of an educational plan.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3	AD A.	Level 1

				L.5.4 L.5.5 L.5.6		
3. The student will develop a plan to reach at least three personal goals, including possible obstacles.		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will select short- and long-term goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	**See Lessons:** Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See Lessons:** Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	tructured Overview (Ls. 1, 2) ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 1) idactic Questions emonstrations uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___Reflective Discussion (Ls. 1) _____ Writing to Inform __X___Concept Formation (Ls. 1) _____ Concept Mapping __X___Concept Attainment (Ls. 2) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Poppin' Personal Plan of Study (PPS) **Grade Level:** 6

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Early Fall Semester

Lesson Titles:

Lesson 1: Life Lingo

Materials/Special Preparations Required:

Help Wanted Story

Life Lingo Activity Sheet (vocabulary list, *Match the Lingo Activity*)

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x ll" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/project/individualplan)

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

(Samples of Resource files are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf)

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Academic Development

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B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college and career.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contests a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do past experiences contribute to your future? How does what you study in school relate to careers?

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Unit Measurable Learning Objectives:

The student will define and analyze 16 vocabulary terms related to-PPS.
The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.
The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Case Studies)
____ Experiential
_X_ Independent Study (Journals)
_X_ Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

Brief Summary of Unit:

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have an understanding of the career paths as they relate to their future goals for the future.

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Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Life Lingo **Lesson** 1 **of** 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6 Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**

American School Counselor Association National Standard (ASCA):
Academic Development

B. Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Help Wanted Story
Life Lingo Vocabulary handout
Matching Activity Page

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and Writing Standard English 3. Reading and evaluating nonfiction works and material
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will define 16 vocabulary terms related to developing a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a vocabulary matching activity sheet.

Lesson Preparation

Essential Questions:
What specialized vocabulary words help people understand a personal plan of study?

Engagement (Hook):
Read the *Help Wanted* Story to students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read introductory *Help Wanted* story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to put an asterisk (*) next to terms they know and a question mark next to terms unknown to them. Work in pairs to define each others unknown terms and make a list of terms neither student knows. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the *Life Lingo Vocabulary* handout.	3. Students complete activity sheets in class.
4. Read *Help Wanted* story again and ask students to put the story in their own words.	4. Students paraphrase story to demonstrate understanding of vocabulary words.
5. Closure: Review the main points of the lesson.	5. Closure: Students will share the main points of the lesson.

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Teacher Follow-Up Activities

The teacher will review the vocabulary used during the lesson.

Counselor reflection notes (completed after the lesson)

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HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She may need further training or to study a specific subject in school to better prepare for this job?

After investigating what she still needs to learn and she what training is available she develops a plan to get the skills she needs. She can't wait to get started on her plan so she able to get this job she wants.

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Life Lingo

career path	training/education
personal plan of study	awards
volunteer or community service work	requirements for MS
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
school subjects	high school requirements

Read the definition. Write the word that matches the definition on the line.

_____ a long term job or chosen work area
_____ groups formed with a common goal
_____ honors given for doing something well
_____ classes you need to complete in middle school
_____ activities in which you participate with your family (examples: family nights, vacations, babysitting)
_____ knowledge or ability to do things others may not be able to do
_____ classes needed to graduate from high school
_____ work which is done for free; either individually or as a part of a group
_____ writing, speaking, and listening skills
_____ instruction to learn skills or knowledge
_____ a document that includes a person's educational plans
_____ before or after school activities
_____ math, English, art, science, music, social studies
_____ a goal; explaining what job you are seeking and why
_____ jobs I have done
_____ subjects in school I enjoy and in which I excel

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Answer Sheet

Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

career path	a long term job or chosen work area
organization	groups formed with a common goal
awards	honors given for doing something well
requirements for MS	classes you need to complete in middle school
family experiences	activities in which you participate with your family (examples: family nights, vacations, babysitting)
special skills	knowledge or ability to do things others may not be able to do
high school requirements	classes needed to graduate from high school
volunteer or community service	work which is done for free; either individually or as a part of a group
communication skills	writing, speaking, and listening skills
training/education	instruction to learn skills or knowledge
personal plan of study	a document that includes a person's educational plans
extra-curricular activities	before or after school activities
school subjects	math, English, art, science, music, social studies
objective	a goal; explaining what job you are seeking and why
work history	jobs I have done
academic strengths	subjects in school I enjoy and in which I excel

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Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I've Done **Lesson** 2 **of** 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Sample Personal Plan of Study for projection display
Sticky notes – one color for each group
Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x ll" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements
Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)
(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/project/individualplan)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English

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		6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Collaboration

Lesson Measurable Learning Objectives:

The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will separate life experiences into the Personal Plan of Study components.

Lesson Preparation

Essential Questions:

What types of life experiences have you had? What do you still need to learn?

Engagement (Hook):

Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue).	1. Students will take a pencil to the group with them.
2. Say, "On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates." You may need to give an example or two to	2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.

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stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).	
3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.	3. Students will explain their experience and place the sticky note on a component page.
4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on "Volunteer/Community Service"; Student Council Rep on "Organizations" or "Extra Curricular Activities").	4. Students will place sticky notes in appropriate component.
5. Discuss placement of activities in respective categories.	5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).
6. Closure: Review main points of the lesson.	6. Closure: Students will share main concepts discussed during the lesson.

Teacher Follow-Up Activities

The teacher will review the information shared during the lesson.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc…):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc…):

Other skills attained:

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CAREER PATH OF INTEREST SHEET

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EDUCATION/TRAINING SHEET

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AWARDS SHEET

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ORGANIZATIONS SHEET

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WORK HISTORY SHEET

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VOLUNTEER/COMMUNITY SERVICE SHEET

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OTHER SKILLS SHEET

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Unit 1 **Title:** Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I Can Do **Lesson** 3 of 3

Grade Level: 6

Length of Lesson: 1 30-minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Materials (include activity sheets and/ or supporting resources)

Sample Resource file (portfolio)
(Samples of Resource files are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contests a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society

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	1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 6. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	SS6-relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will share a written reflection narrative (paragraph) of Cool Stuff I Can Do generated from discussion of activities, their placement on the resume, and what character and or work traits they will continue to develop in school.

Lesson Preparation

Essential Questions:

How does one develop and demonstrate character and/or work traits?

Engagement (Hook):

Counselor asks, “Let’s imagine we are 6 years in the future and you are about to graduate high school. What personal character traits or work habits do you need to develop and demonstrate to reach your future goals?”

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the purpose of a Personal Plan of Study and what it tells about us.	1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.
2. Display the resource file (portfolio) and discuss the importance of each item.	2. Students participate in discussion.
3. Say, "Today's assignment is for each of you to imagine you are a senior in high school. Write a paragraph about at least three activities you have participated in that demonstrate personal character and/or work traits, using the resource file checklist as a guide."	3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits.
4. Walk around class to check everyone's progress and assist students who are having difficulties.	4. Students continue to work on personal reflection narrative activities.
5. Ask volunteers to read their narrative.	5. Students will volunteer to share their narratives.
6. Closure: Review the main points of the lesson..	6. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

The teacher will have an opportunity to review the personal reflection narratives.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Poppin' Personal Plans of Study Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do I need to plan what I learn?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

Students will share a written reflection narrative (paragraph) of "Cool Things I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done Lesson 3 Cool Stuff I Can Do
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done

4	Lesson 3 Cool Stuff I Can Do				
	Direct: tructured Overview ecture Explicit Teaching (Ls. 1) Drill & Practice (Ls. 1) ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	**Indirect:** _____ Problem Solving ___X__ Case Studies (Ls. 1) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping __X____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling __X____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 3) _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels ___X__ Brainstorming (Ls. 2) ___X__ Peer Partner Learning (Ls. 1) ___X__ Discussion (Ls. 1, 2, 3) _____ Laboratory Groups _____ Think, Pair, Share ___X__ Cooperative Learning (Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: My Path to Success **Grade Level:** 7

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:
Lesson 1: Graphing My Path to Success
Materials/Special Preparations Required:
Student transcript of grades obtained from files
Graph paper
Colored pencils

Lesson 2: Analyzing My Path to Success
Materials/Special Preparations Required:
Graphs from Lesson 1

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning. (DOK Level -3)

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard Englis
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does my current academic performance affect later career and education choices?

Unit Measurable Learning Objectives:

The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.
The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_Indirect (Reflective Discussion; Concept Mapping)
_X_Experiential (Charting/Graphing)
_X_ Independent Study (Journals; Reports)
____Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Brief Summary of Unit:

In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have developed general knowledge of self and have an accurate view of their academic standing, career interests, etc…

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

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Unit 1 Title: My Path to Success

Lesson Title: Graphing My Path to Success **Lesson** 1 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Student transcript of grades
Graph paper
Colored pencils

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will construct a graph of his/her grades from last year and the reporting period of the current year in order to assess his/her strengths and weaknesses.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will self-assess by analyzing completed graphs of academic ability and performance and comparing results to requirements for career goals.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor will ask the students if they have ever seen people looking at graphs to analyze data. Ask students to provide examples. Project or display examples of graphs. Counselor asks the students why businesses analyze information such as this.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, the counselor tells the students that today they are going to graph information regarding personal performance in school. The counselor will provide students with their individual grades. These grades could be from last school year and the first reporting period of the current school year or a series of bi-weekly or progress reports. Students will create a line graph with all courses plotted on the graph. The counselor will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. If a school district has access to computers, students could create the graphs electronically in a spreadsheet program.	1. Students construct a graph to demonstrate and self-assess strengths and weaknesses in academic performance and ability.

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2. The counselor will collect grades and completed graphs to be used in the next lesson.	2. Students turn in grades and completed graphs.

Teacher Follow-Up Activities

The counselor may need to follow up with an additional session to allow time for the completion of the graphs.

PLEASE NOTE: Be certain to address confidentiality of data. All data, including graphs, should be kept confidential as would be done with a test taken in the classroom. Students may, however, volunteer to share.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: My Path to Success

Lesson Title: Analyzing My Path to Success **Lesson** 2 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Graphs from previous lesson

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.	1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.	2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Following summarization, students will write a *So What* paragraph… I know more about my strengths, weaknesses and trends. So *What*? What do I need to do to attain my goals?	3. Student will continue above entry with *So What* paragraph.
4. The counselor collects and secures grades	4. Students submit their personal grades,

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and files the completed graphs and journal entries in the students' career folders.	completed graphs, and journal entries to counselor.

Teacher Follow-Up Activities

The teacher may review student journals and graphs.

Counselor reflection notes (completed after the lesson)

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self-efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: My Path to Success In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does my current academic performance affect later career and education choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.		AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.		SL.6-8.1 SL.6-8.2 SL.6-8.5 L.7.3	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 3
2. The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.		AD.6.A.07		WHST.6-8.4 L.7.1 L.7.2 L.7.3 L.7.5 L.7.6	AD B	Level 3

ASSESSMENT DESCRIPTIONS*:

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential __X__ Independent study _____ Interactive Instruction
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X__Reflective Discussion (Ls. 1, 2) _____ Writing to Inform _____ Concept Formation ___X__ Concept Mapping (Ls. 1) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys ___X__ Charting/Graphing (Ls. 1)	_____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 2) _____ Learning Logs ___X__ Reports (Ls. 2) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Planning for Life **Grade Level:** 8

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

- Student Career Folder
- *Career Clusters Sheet*
- *High School Vocabulary Sheet*
- High School Students/Mentors to perform Pitfalls Skit
- Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

- Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
- *High School Vocabulary Sheet*
- *Career Clusters Sheet*
- My Chosen Career Cluster Plan of Action Template and Sample
- Paper and Writing Instrument

Lesson 3: My Four to Six Year Plan (My Personal Plan of Study)

Materials/Special Preparations Required:

- District Graduation Requirements
- District A+ Planner
- District 4-Year Plan Template (Personal Plan of Study)
- District Course Descriptions
- *High School Vocabulary Sheet*
- *Career Clusters Sheet*
- High School Students/Mentors,
- Completed Student Career Folders
- Teacher Recommendations
- Paper and Writing Instrument

Missouri Comprehensive Guidance Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.08: Recognize the importance of an educational plan. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):

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Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does academic performance affect later career/education choices?

Unit Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with the chosen cluster. The student will complete a personal plan of study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching) ____ Indirect

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____ Experiential
_X_ Independent Study (Journals; Learning Activity)
__X_ Interactive Instruction (Role Playing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a personal plan of study.

Brief Summary of Unit:

In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc.

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career clusters, graduation requirements and basic requirements for any post-secondary plans.

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Unit # 1 Title: Planning for Life

Lesson Title: Finding My Career Direction **Lesson:** 1 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a personal plan of study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

High School Vocabulary Sheet
Career Clusters Sheet
High school students/mentors to perform Pitfalls Skit
Student Career Folder
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will write a journal entry about the career cluster of his/her choice.

Lesson Preparation

Essential Questions:

What special vocabulary will I need to know in high school and in the world of work?
To what extent do choices made and opportunities missed or taken impact short and long-term goals?
How does academic performance affect later career/education choices?

Engagement (Hook):

High school students perform skit Pitfalls

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. High school students, serving as mentors, will perform a skit entitled Pitfalls.	1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.
2. Distribute High School Vocabulary Sheet.	2. Students review and discuss their understanding of the High School Vocabulary Sheet.
3. Counselor distributes and reviews the career clusters sheet and discusses post-secondary options.	3. Students discuss the career clusters and post-secondary options.
4. Counselor provides assistance and answers questions that students may have about choosing a career cluster.	4. Students use the knowledge they have acquired to choose a career cluster that aligns with their current interests.

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5. Counselor instructs students to write a journal entry personalizing the career cluster activity.	5. Students write a journal entry personalizing the career cluster activity.

Teacher Follow-Up Activities

All student work should be filed in student's career folder or portfolio (or teacher identified filing process) for future use.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

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Pitfalls

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry…in high school!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7th grade math instead of pre-algebra….and that meant I had to take pre-algebra as an 8th grader….and so on! Next year, as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman. Now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take…..just seeing where they happened to end up?

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Student 2: I'm telling all my younger cousins and my little sister that planning is essential….and that what you do in middle school really ***can*** effect high school…even college!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry…in fact I'm headed to see the counselor right now! Dual enrollment, huh?…….

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Unit # 1 Title: Planning for Life

Lesson Title: Mapping My Career Direction **Lesson:** 2 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
High School Vocabulary Sheet
Career Clusters Sheet
My Chosen Career Cluster Plan of Action Template and Sample
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally

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		6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with that choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will write a paragraph identifying the career cluster of his/her choice and a plan to reach his/her career goal.

Lesson Preparation

Essential Questions:

How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?

Engagement (Hook):

Visit from high school counselor for a get acquainted time. (5-10 min.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Middle school counselor will introduce high school counselor(s).	1. Students become acquainted with and have an opportunity to ask questions of the high school counselor.
2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.	2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study.
3. Counselor assists students in completing the *Choosing My Career Cluster* worksheet.	3. Students use the information from their career portfolios to complete the *Choosing My*

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	Career Cluster.
4. Counselor will lead a discussion regarding successful performance in classes.	4. Students will show their understanding of the importance of succeeding in classes through class discussion
5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.	5. Students will write a paragraph describing their career cluster choice.

Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.

Counselor reflection notes (completed after the lesson)

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

____Health Services_____

The Career I think I would like….

____Registered Nurse (B.S.N.)_____

The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK	2 YEAR/VOCATIONAL SCHOOL	4 YEAR COLLEGE
_____	_____	University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. Anatomy & Physiology
9. _____
10. _____

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

_____

The Career I think I would like….

_____

The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK	2 YEAR/VOCATIONAL SCHOOL	4 YEAR COLLEGE
_____	_____	_____

_____
Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

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Unit # 1 Title: Planning for Life

Lesson Title: My Four to Six Year Plan (My Personal Plan of Study) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: 30 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

High School Students/Mentors
Student's Completed Career Folder
District 4-Year Plan Template (Personal Plan of Study)
District Graduation Requirements
District Course Descriptions
District A+ Planner
Career Cluster Sheet
Teacher Recommendations
High School Vocabulary List
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will complete a Personal Plan of Study and a journal entry about his/her educational and career goals.

Lesson Preparation

Essential Questions:

What plans do I need to make to reach my career goals?

What classes will I need to take in high school to follow my chosen career cluster?

Engagement (Hook):

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.	1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.
2. Counselor facilitates students' review of their career portfolios/folders, including	2. Students review their career portfolios and use the information to assist them in

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interest inventories, self-evaluations, graphs, and teacher recommendations for classes.	developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.
3. Counselor goes over personal plan of study step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.	3. Students work toward completion of their plan.
4. Counselor instructs students to write a journal entry for their career folder regarding their goals and personal plan of study.	4. Students write a journal entry for their career folder e.g.: "My hopes for my future."

Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.
The counselor may choose to invite the high school mentors back if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student's completed plans and address transition into the high school.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Planning for Life In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does academic performance affect later career/education choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a journal entry about one career cluster that matches his/her interests.		AD.6.A.08: Design a Personal Plan of Study		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes which correspond with the chosen path.		AD.6.A.08		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1	AD B	Level 4

				L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6		
3. The student will complete a personal plan of study.		AD.6.A.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

The student will complete a personal plan of study.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct _____ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture ___X__ Explicit Teaching	_____ Problem Solving _____ Case Studies	_____ Field Trips _____ Narratives	_____ Essays _____ Computer Assisted	_____ Debates __X_ Role Playing (Ls. 1)

	(Ls. 1) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Instruction __X__ Journals (Ls. 1, 2, 3) _____ Learning Logs _____ Reports __X__ Learning Activity Packages (Ls. 2, 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: My Personal Plan of Study **Grade Level:** 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

- School course description books or enrollment guides
- High school graduation requirements
- List of graduation requirements
- Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

- Copy of students' transcripts
- Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.
- High school course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

- Individual Students Portfolios, including Personal Plan of Study
- High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

- Speakers or representatives from a Career Education Center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

- ACT Test Dates and ACT Information
- ACT Prep Classes Information
- Visitation Dates for Post-Secondary Options
- Literature for Education/Training Options
- Career Fair Dates
- ASVAB Test Dates
- PSAT Dates
- Dual Enrollment Information
- College Day Visitation Information

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Information on Credit Recovery

Grade 12
Lesson #6: Assessing Personal Plan of Study for Life-Long Learning
Materials/Special Preparations Required:
Worksheet titled Personal Plan of Study Review for Seniors
Personal Educational Plan Portfolios/4 year plan

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6 Developing and Monitoring Personal Plan of Study.

Grade Level Expectations (GLEs):
AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of informati0n and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on ones own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.
The student will compute his/her individual GPA.
The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise personal plan of study to determine career path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Lecture; Explicit Teaching; Compare &Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

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_X_ Indirect (Problem Solving)
_X_ Experiential (Simulations; Surveys)
_X_ Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
_X_ Interactive Instruction (Peer Partner Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Brief Summary of Unit:

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Graduation Requirements **Lesson:** 1 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.09: Monitor and revise a Personal Plan of Study

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

School course descriptions books or enrollment guides
Graduation requirements from book
List of graduation requirements
Handout titled: *Graduation Requirements Review*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will analyze and assess graduation requirements by completing the ***Graduation Requirements Review*** activity sheet and through class discussion.

Lesson Preparation

Essential Questions:
Why am I attending high school? What will I need to do in high school to reach my goals?

Engagement (Hook): The counselor will wear or carry in a graduation cap.
Can you graduate by _____? How do you know?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**
1. Hand out course description books or enrollment guides. Give instructions on completing *Graduation Requirements Review*."	1. Students will review the course description to complete the *Graduation Requirements Review* activity sheet. (Suggestions include dividing students into groups of 5-6 to complete the activity sheet or students complete the activity sheet in a large group with counselor's review on SMART Board. Students may complete activity sheet individually using course description/enrollment guide.)
2. Counselor will facilitate discussion that reflects student answers.	2. Students explain answers from their completed activity sheet.
3. Counselor discusses requirements for the next year	3. Students have opportunity to ask questions

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Teacher Follow-Up Activities

Suggest to teachers to remind students of prerequisite classes. Teachers could ask students how many credits/courses they need of the class they are in to graduate.

Counselor reflection notes (completed after the lesson)

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Graduation Requirements Review

1. _____ is the number of credits required to graduate from _____.
(my high school)

2. _____classes include English, math, science, social studies.

3. _____ is an example of the practical arts.

4. An example of the fine arts is _____.

5. How many physical education classes are required for graduation? _____

6. G.P.A. is the acronym for _____.

7. When does the calculation of your high school G.P.A. begin? _____

8. What does class rank mean? _____

9. High School Transcripts begin with courses at the _____ grade level.

Printed name

_____

First MI Last

_____

Signature

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Unit #1 **Title:** My Personal Plan of Study

Lesson Title: Evaluating Transcripts **Lesson:** 2 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.09: Monitor and revise Personal Plan of Study

American School Counselor Association National Standard (ASCA):
Academic Development Standard
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Copies of students' transcripts
Whiteboard, SMART Board, other means to display formula for GPA including values of letter grades
High school course description book or enrollment guide for class point values.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Use technological tools and other resources to locate, select and organize information 5. Evaluate the accuracy of information and the reliability of its sources
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
	Communication Arts	
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will compute his/her individual GPA.
The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will review transcripts and compute individual Grade Point Averages.

Lesson Preparation

Essential Questions:

How will I keep track of my progress in school? What information will follow throughout my life?

Engagement (Hook):

What does your transcript say about you? How does your GPA impact graduation requirements?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Distribute students' copies of transcripts and Personal Plan of Study begun in 8th grade.	
1. Explain purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.	1. Students will use the course description book or enrollment guide and transcript for computation of GPA. Students locate their class ranking, GPA, and credits earned.
2. Discuss other information your high school includes on personal transcripts.	2. Students will discuss any other information on their transcripts.
3. Explain that there are times students need	3. Students will practice calculating GPA's

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to calculate their GPA's on their own (e.g. to verify accuracy). Use the transcript to show students how to compute GPA's.	by using their own grades.
4. Ask students to review their transcripts and Personal Plan of Study and what they need to do to continue progress toward post-secondary goals	4. Student reviews Personal Plan of Study and revise, where necessary.

Teacher Follow-Up Activities

Encourage teachers to have students compute GPA's after each grading period. Teachers could have students keep a grade log sheet in their class.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Review and Revision of My Personal Plan of Study **Lesson:** 3 of 6

Grade Level: 10 **Length of Lesson:** 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for lifelong learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Portfolios, including Personal Plan of Study.
Course description books or enrollment guides

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Reason inductively from a set of specific facts and deductively from general premises 5. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise Personal Plan of Study to determine career cluster and related coursework.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Revisions of students' Personal Plan of Study, based on their use of their freshman year grades and course description booklets

Lesson Preparation

Essential Questions:

How does your Personal Plan of Study reflect your life/career/educational goals?

Engagement (Hook): Imagine we are 5 years in the future. Where do you live? What are you doing? What did you have to do to get where you are?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Hand out students' Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades. First semester grades may need to be provided.	1. Students will review and rethink plans and revise based on changing interests and 1st semester grades.
2. Ask students to identify the career cluster that they are following and divide students into small groups by career clusters.	2. In their groups, have the students review the course selections of their career cluster for the next 3 years by using high school course description books or enrollment guides.
3. Counselor should monitor/review the students' revisions with them.	3. Students will revise information on their Personal Plan of Study, sign and date changes.

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4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans…file one; return other to student.	4. Students hand in Personal Plan of Study and description course books.

Teacher Follow-Up Activities

Have student write an essay/term paper on career choices or educational goals.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Career Resources **Lesson** 4 of 6

Grade Level: 10

Length of Lesson: 50-60 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Speaker or representative from a Career Education Center. Career Center sample applications for training programs and other post-secondary options.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussion of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete one or more sample application(s) for post-secondary programs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students planning to attend a career center will apply by the announced deadline.
The student will complete an application form for one or more post-secondary options.

Lesson Preparation

Essential Questions:
How do I get technical/career skills? What if I don't want to attend a four-year college? What is career education?

Engagement (Hook): Is Career Education Center for you? If so, what would that future experience look like for you? If not, how might it look for someone else?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will introduce speaker/ representative from a Career Education Center.	1. Students will welcome the speaker.
2. Speaker or representative from a Career Education Center shares information about the center.	2. Students listen to the presentation about vocational/technical institutes and ask questions.
3. The counselor shares Career Center sample applications for training programs and other post-secondary options.	3. Students will review information to make decisions in regards to making post-secondary choices or researching their options.
4. The counselor instructs students to complete	4. Students complete one or more

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one or more applications.	applications.

Teacher Follow-Up Activities

Teachers are encouraged to announce application deadlines for vocational technical institutes.
Teachers are encouraged to recommend students who may need a vocational assessment.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Evaluating and Revising the Personal Plan of Study **Lesson:** 5 of 6

Grade Level: 11

Length of Lesson: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):
AD.6.A.11: Evaluate and revise Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

ACT Test Dates and ACT Information
ACT Prep Class Information
Visitation Dates for Post-Secondary Options
Literature for Education/Training Options
Career Fair Dates
ASVAB Test Dates
PSAT Dates
Dual Enrollment Information
College Day Visitation Information
Information on Credit Recovery

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examines problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will establish an individual calendar of important dates and activities related to his/her Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The students will select events to attend that support their Personal Plan of Study.

Lesson Preparation

Essential Questions:

How do you revise your **Personal Plan of Study** for life-long learning?

Engagement (Hook):

Do you need to change your Personal Plan of Study? Show students their credit study sheets.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Present calendar with information on upcoming events for 11th grade students.	1. Students will participate or sign up for upcoming events that are of personal interest.
2. Encourage students to gather information materials when they participate in events.	2. Students will review the materials and make note of information to remember.

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3. Explain credit reviews and Personal Plan of Study meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit reviews and plan revisions.	3. Students will review the process for making appointments. They will schedule an appointment with counselor.
4. Counselor instructs students to include the dates of at least three important events in their planners.	4. Students record the dates of at least three important events in their planners.

Teacher Follow-Up Activities

The teacher will follow up and reinforce the information shared during the session.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Assessing Personal Plan of Study for Life-Long Learning **Lesson:** 6 of 6

Grade Level: 12

Length of Lesson: 30-35 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Worksheet titled *Personal Plan of Study Review for Seniors*
Personal Plan of Study/Portfolios

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will review and revise their Personal Plan of Study and write letters to their future selves.

Lesson Preparation

Essential Questions:

Have you implemented your Personal Plan of Study necessary for life-long learning? Are you educationally prepared to go on beyond high school?

Engagement (Hook):

What have you accomplished to date? Has your Personal Plan of Study helped you to further your educational goals? (Use credit study review)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will discuss the value of present and future personal plan of study and goals with students.	1. Students will review and reflect on the development and appropriateness of their plans.
2. The counselor will pass out *Personal Plan of Study Review for Seniors* and give instructions for completing it.	2. The students will complete *Personal Plan of Study Review for Seniors* worksheet after instructions are given. Students will discuss the information on their *Personal Plan of Study Review for Seniors* worksheet.
3. After the worksheet is completed the counselor will ask students to rethink and	3. Students will write a letter to themselves. Letters include reflections about benefits of

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revise life-long learning plans.	planning for the future and reminders of life goals established at the end of high school.
4. Counselor will arrange for letters to be mailed in 5 years.	4. Stamped self addressed letters will be given to counselor for mailing in 5 years.

Teacher Follow-Up Activities

Collect *Personal Plan of Study Review for Seniors* worksheets that were not completed during the session.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Review for Seniors

Name
_____

_____
Address Phone number

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

   a. trade/technical school _____.
   (trade certificate or other certification)

   b. military _____.

   c. two year college _____.
   (certificate or associates degree)

   d. four year college/university _____.
   (degree)

   e. on-the-job training _____.
   (type of training)

   f. go directly into the work force _____.
   (type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion

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3. What elective was the most valuable to your learning experience during your high school career?

4. List your extra-curricular activities in high school.

5. Have you participated in a vocational/technical program? (circle) Yes No
   If yes, what program? _____

6. I attend high school as a senior (circle) part-time full-time

7. What financial resources have you obtained to further your educational goals? (Circle all that apply.)
   A. A+
   B. Scholarship(s)
   C. Loan(s)
   D. Grants
   E. Job/support
   F. Savings
   G. Parental support

8. Rate your experience with the guidance/counseling department by circling one of the following: Satisfactory Unsatisfactory

   Comments:

9. Suggestions for improvement of learning, counseling, and administration at the high school level.

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: My Personal Plan of Study Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12th grade, plans will have been revised and fully implemented for lifelong learning.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30-50 minutes each
ESSENTIAL QUESTIONS: 1. What happens if I change my goals?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will complete *Graduation Requirements Review* activity sheet.		AD.6.A.09: Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B. Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete "Personal Plan of Study Review for Seniors".		AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential

	__X___ Independent study __X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview __X____ Lecture (Ls. 4) __X____ Explicit Teaching (Ls. 1,2,4,5) _____ Drill & Practice __X____ Compare & Contrast (Ls. 1) _____ Didactic Questions __X____ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	__X___Problem Solving (Ls. 1,2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __X___ Surveys (Ls. 6)	_____ Essays _____ Computer Assisted Instruction __X___ Journals (Ls. 6) _____ Learning Logs _____ Reports __X___ Learning Activity Sheets (Ls. 2,3,6) _____ Correspondence Lessons __X___ Learning Contracts (Ls. 5) _____ Homework __X___ Research (Ls. 1,3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __X___ Peer Partner Learning (Ls.1,3) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Developing Awareness of Work and Workers **Grade Level:** K

Number of Lessons in Unit: 4

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do

Materials/Special Preparations Required:

- Two puppets of your choice
- *These Are a Few of My Favorite Things To Do* activity sheet
- Sharing Circle Ball

Lesson # 2: Name That Career Path

Materials/Special Preparation Required:

- *Career Paths* mini poster(1)
- *Career Path* posters (6)
- Puppets from lesson 1
- Blank 5x7 index cards or sentence strips

Lesson #3: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

- *Career Paths* mini poster(1)
- Same two puppets from lessons 1 & 2
- Various career hats, pictures or puppets
- Blank 5x7 index cards or sentence strips

Lesson #4 Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

- *Career Paths* posters & *Career Paths* mini poster from Lesson 2
- Student generated list of jobs (on index cards from Lesson 2 & 3)
- Same two puppets from previous lessons
- Blank Index Cards (5x7) or sentence strips
- Board Space for each Career Path
- Musical Selection on tape or CD

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.0K: Identify likes and dislikes at home and school. (DOK Level - 2)

CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. (DOK Level - 2)

CD.7.C.0K: Recognize that all work is important. (DOK Level - 1)

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American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and idea 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What is work?
Why do people work?

Unit Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.
Students will identify all six career paths as a group and identify why they are important.
Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.
Students will identify two jobs and share one reason why each job is important.

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Unit Instructional Strategies/Instructional Activities

__x___ Direct (Guided and Shared – reading, listening, viewing, thinking)
_____ Indirect
_____ Experiential
_____ Independent Study
__x___ Interactive Instruction (Brainstorming, Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Assessment can be question answer, performance activity, etc.
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Brief Summary of Unit: Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will possess some knowledge of workers at school and at home.
Students will possess some knowledge of the duties and responsibilities required of various workers.
Students will possess some knowledge of vocabulary such as: likes/dislikes, work/workers, duties/responsibilities, favorite or not so favorite, least/most, jobs.

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: These Are A Few of My Favorite and Not So Favorite Things To Do

Grade Level: K **Lesson:** 1 of 4

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.A.0K: Identify likes and dislikes at home and school.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

2 puppets of your choice
These Are a Few of My Favorite Things To Do Activity Sheet
"Sharing Circle" ball

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will demonstrate by completing *These Are a Few of My Favorite and Least Favorite Things To Do* Activity Sheet -- drawing a minimum of one of their favorite things and least favorite things at school and home.

Lesson Preparation

Essential Questions:
Why do you have favorite things?
Why do you have least favorite things?

Engagement (Hook):
Puppet will perform a dialogue involving these questions. Is it important to have things you like to do? Why? Is it okay not to like every thing you do? Do you have favorite things you like to do at school and home? Do you have to do things at school and home that are not your favorite?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask the students the questions listed in the hook. The puppets will follow with an energetic discussion of their favorite and least favorite things to do at school and at home.	1. Students will respond to questions. Counselor will facilitate students' taking turns, topic focus and every student responding.
2. Puppets will interact with students, asking three or four students what their favorite subjects are at school.	2. Students will actively respond to the puppets' questions.
3. Puppets will continue the discussion by asking what activities the students like	3. Students will actively respond to the puppets' questions.

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and dislike doing when they are at home. The puppets will ask three or four additional students to share their least favorite things at home (encourage contributions from all students).	
4. Puppets will hand out a *These are a Few of My Favorite or Least Favorite Things To Do Activity Sheet*. In the first column, students will draw one thing they like to do at school and one thing they like to do at home. In the second column the students will draw a least favorite activity or thing for school and another for home.	4. Students will draw one favorite and one least favorite activity to do at school and home.
5. Upon completion of the activity sheet, the puppets will instruct students to bring their activity sheet and join the Sharing Circle. Each student will share what they like best/least at school and home. The puppets will pass the *Sharing Circle Ball* to the student who starts the Sharing Circle process.	5. Students will bring their papers to a "Sharing Circle" in the room and sit down in the circle quietly. Each student will respond in turn as they receive the "Sharing Circle" ball. As they pass the ball, alternating students will share one thing they like best, and while the others share what they like least. The other students will listen. If class is large, the counselor may divide the class into two groups to perform the activity.
6. The counselor asks: How did you decide what you like or don't like?	6. Students' responses will indicate a beginning awareness of "influences" in their lives e.g. "I don't like to get my hands dirty." "My friend, Lucy, doesn't like to sweep and neither do I."
7. Puppets will facilitate students' summarization of the discussion, emphasizing: a.) that each child had great ideas; b.) that there were so many different ideas; c.) that it is important to remember that everyone has different and similar "favorite and not so favorite" things he or she does.…and that's okay! d) our favorite or not so favorites will change as life goes on and people grow and change.	7. Students will actively respond to the puppets' prompts, bringing out: the concepts of a. Each person has "favorite and not so favorite" things he or she does. b. We make choices based on our likes and dislikes (using age- appropriate language/vocabulary).
8. Puppets thank the students for allowing them to visit their classroom, and promise	8. Students close with saying, "You're Welcome" or "Good-Bye" to the puppets.

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to return. NOTE: Counselor may also choose to put the favorite things on the “front” side of the worksheet, and the least favorite things on the “back” side of the worksheet.	

Teacher Follow-Up Activities

Teacher may have students cut out pictures of people doing different activities for a class collage of differences and similarities in likes and dislikes (favorite or not so favorite) things.

Counselor reflection notes (completed after the lesson)

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My Favorite Things To Do…	***My Least Favorite Things To Do…***
Draw a picture of at least one of your favorite things.	***Draw a picture of at least one of your least favorite things.***
at school…	**at school…**
at home...	**at home…**

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Name That Career Path **Lesson:** 2 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths.
CD.7.C.0K: Recognize that all work is important.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Path mini poster
Career Path posters (station throughout the room)
Same two puppets from lessons 1
Blank 5x7 index cards or sentence strips

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating 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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify all six career paths as a group and identify why they are important.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Performance Task: Students will name the jobs of their parents or friends and then match the job with the appropriate career path.

Lesson Preparation

Essential Questions:
Why are there so many different kinds of jobs?
Engagement (Hook):
Puppets will perform a dialogue with students regarding various jobs as puppets wear different job hats or hold different job tools, or hold pictures of different jobs. (Hats, tools, or pictures should represent each of the six career paths.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask questions using props such as worker hats, tools, pictures and/or the individual mini poster of the career paths (Example: What job might require the use a hammer? Which career path do you think this job matches? Fixing and Building Technology). The puppets will give an example or two for each career path, thus reviewing the six career paths from the last lesson. Counselor will ask which, if any, career path is more important than the others.	1. Students will respond by sharing ideas about jobs and career paths. They will also share that all career paths are important.
2. Puppets say, “Today we are going to play another version the ‘Career Path Game’.	2. Students will give names of jobs.

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Think of someone you know who has a job." Each student will have a chance to quickly name the job.	
3. The counselor will introduce the six separate *Career Path* posters posted around the room. As students name various jobs, the class will determine which career path the job matches. The counselor will write the job title on a 5x7 index card or sentence strip. (NOTE: Keep a fast pace so that 1st learners standing are engaged throughout).	3. The student takes the Career Card to the Career Path poster that is chosen. Procedure is followed for each job title/career card.
4. Once the career path is determined, the puppets will ask students, "What makes this an important job?	4. Students will respond to indicate the unique importance of each job. The puppets will assist those who have difficulty with the answer.
5. Puppets will dialogue with the students to review the 6 career paths and to restate the idea that <u>every</u> job is important.	5. Students will listen and respond appropriately.

Teacher Follow-Up Activities

The teacher can identify a career path for each special guest that visits the classroom.

NOTE: Counselor/teacher may also choose to paste the *Career Path* posters on separate colors of construction paper. Students can name the color even if they can't remember the name of the career path. Counselor/teacher would have pictures of people doing different jobs, which the class then assigns to a career path color. If colors are used to represent the career paths, then the colors need to be consistent lesson to lesson, year to year.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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Health Path

(Health Services)

People who like to care for animals and people.

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Traveling the Career Paths (Part 1) **Lesson:** 3 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster(1)
Same two puppets from lessons 1 & 2
Various career hats, pictures or puppets
Blank 5x7 index cards or sentence strips

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating 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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Performance Task: Counselor will quiz students as a class asking them to match job with career paths using job list on board.

Lesson Preparation

Essential Questions:
Why are there so many different kinds of work? (NOTE: this ties directly to the previous lesson's discussion of likes/dislikes, and into the need for career paths)
Engagement (Hook):
Puppets (introduced in Lesson 1 of this unit) discussion of the six career paths
Career puppets or hats or pictures that represent each of the six career paths

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask the students to identify jobs that they are aware of.	1. Students will identify jobs.
2. Puppet One will ask the students why there are so many kinds of jobs. Puppets will ask students to identify adult jobs of family members, of school workers and of community workers. The counselor will write the jobs on the board. The counselor will later write the jobs on index cards or sentence strips to be used in lesson 4.	2. Students will respond to questions asked.
3. Puppet Two will explain that different jobs are for people who like to do different	3. Students will listen to the explanation, responding to any questions about the previous

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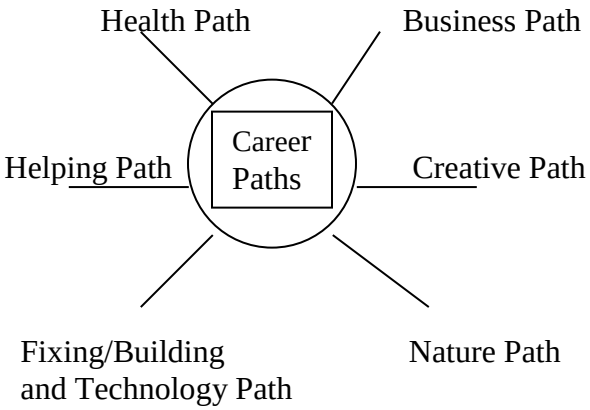
things and activities, reminding them of the previous lesson's discussion on likes and dislikes.	lesson's discussion that might be asked.
4. The puppets will ask the students, "Did you know that you are on a career path?" When do you think you started your career path? (If the class does not appear aware that they are on a career path, counselor will offer further explanation.)	4. Students will respond accordingly.
5. The puppets ask students, "What are some things you have learned since starting school? The counselor will write students ideas on the board.	5. Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.).
6. The puppet will review the list of ideas and say, "Are these things a person might need when working at their job?" Would a teacher need these skills…banker, construction worker, police officer…?	6. Students will review the list of skills and respond. The answer should be yes that all skills learned would be needed. Some skills would be used more than others at certain jobs.
7. The counselor distributes copies of the *Career Path* mini poster. Instruct students to look at the picture/icons on the left side of the poster. Explain that there are 6 different kinds of career paths, and that there are many jobs in each career path.	7. Students will review the career path poster, and listen to the examples.
8. Introduce the six paths with the aid of the mini poster. The counselor will draw a circle on the board with career paths written in the middle. The counselor will draw six lines from it (see illustration under #8 on student involvement). Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)…. Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.	8. When the copy of the poster is distributed, the students will review the paths as the counselor/puppets are talking about each career path. 

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9. The puppets explain that they will continue to talk about the six career paths during the next lesson. The counselor asks students to write the name on the poster and collects the poster for the next lesson.	9. Students write their name on the poster and hand it in to the counselor.

Teacher Follow-Up Activities

Teacher will post the career path poster in the classroom.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Traveling the Career Paths (Part 2) **Lesson:** 4 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectation (GLE):
CD.7.C.0K: Recognize that all work is important.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Posters of the 6 career paths
Career Paths posters & *Career Paths* mini poster from Lesson 2
Student generated list of jobs (on index cards from Lesson 2 & 3)
Same two puppets from previous lessons
Blank Index Cards (5x7) or sentence strips
Board Space for each Career Path
Musical Selection on tape or CD

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to

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		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify two jobs and share one reason why each job is important to the world of work.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Performance Task: Students (as a class) will match job with the most appropriate career paths using job list on board or career cards as "starters". Students will be encouraged to add other jobs to the career paths.

Lesson Preparation

Essential Questions:
Why is it important for us to know where we are going when we get up in the morning? If we don't, what might happen?
Engagement (Hook): Put on some music. Have students form a train or line in the classroom behind the counselor. Start walking around the room in a train form. Say we are making a path in our classroom. Indicate different locations in the room and then take the train of students in that direction (Example: We are making a path to the bookshelf). When the song finishes explain to the students that you just made a path to different places in the room. Just like when people decide what job they want and then they have follow different paths to get there.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will distribute the *Career Path* mini poster from the last class. Using the same procedure from the last class, the counselor will draw a circle on the board with career paths written in the middle of the circle. The counselor will draw six lines from it (see illustration under #1 on student involvement).	1. Students will review the career path poster, and listen to the examples.

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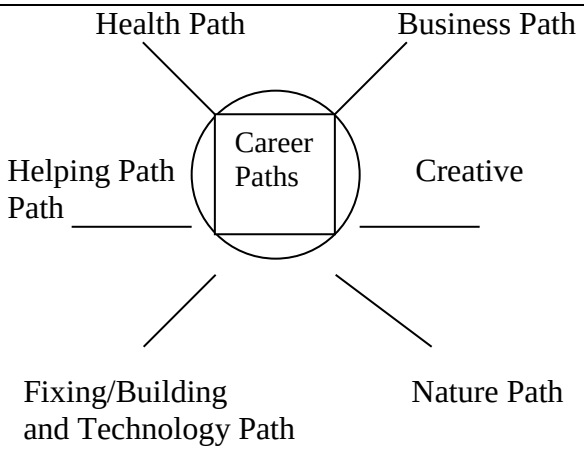
Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)…. Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.	
2. Discuss the Icon symbols on the *Career Path* mini poster and share what the symbol represents for that career path. The counselor will return each student's copy of the mini-poster from Lesson 2. Say, "Hold up you hand if you remember how many career paths there are. Distribute the poster to students. Hint: If you don't remember, look at the pictures on the Left side of the mini-poster.	2. The students will review the symbols as the counselor/puppets are talking about each career path.
3. Puppets will ask, "Which career path is the most important?" If students do not respond with "all," puppets will tell the class that EVERY career path is important and discuss why all jobs are important. Give an example: "If we didn't have doctors what would happen?" If we didn't have farmers what would happen?"	3. Students will offer suggestions.
4. Counselor will review the job titles listed during Lesson 2 and ask students to name jobs they observed people doing since that lesson. New cards will be made and added to the set of career cards. The puppets tell students they are going to play the "Career Path Game". Several students will be selected to draw Career Cards. The counselor will read the job title and the student will identify a possible career path for that job.	4. Students will contribute new job titles.

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5. Write the name of one career path on each of the 6 poster boards, bulletin boards, or other display. Career Cards will be placed in columns under the appropriate career path. 6. The puppets tell the students to take their Career Path Mini Posters home to discuss it with their parents or an adult at home. Suggest that the students ask their parents to help determine the career paths their parents' jobs fit into.	5. Students will play the game and respond with the appropriate career path. Classmates will assist in matching the jobs and career paths if needed. 6. The students will take their mini poster, home and discuss the career paths with their parents or other adults at home.

Teacher Follow-Up Activities

Teacher will discuss the career path poster when they have speakers or guest in the room.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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Health Path

(Health Services)

People who like to care for animals and people.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Developing Awareness of Work and Workers Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.	**SUGGESTED UNIT TIMELINE: 4 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What is work?
2. Why do people work?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify at least two tasks they like to do at home and at school.		CD.7.A.0K: Identify likes and dislikes at home and school. CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. CD.7.C.0K: Recognize that all work is important.		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2 DOK Level - 2 DOK Level - 1
2. Students will identify at least two tasks they dislike at home and at school.		CD.7.A.0K CD.7.B.0K. CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

				SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		
3. Students will identify all six career paths as a group and identify why they are important.		CD.7.A.0K. CD.7.B.0K CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level - 1
4. Students will identify at least two workers in school and their career paths.		CD.7.A.0K. CD.7.B.0K CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
5. Students will identify at least two family members and their career paths.		CD.7.A.0K. CD.7.B.0K CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
6. Students will identify two jobs and share one reason why each job is important.		CD.7.A.0K. CD.7.B.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

		CD.7.C.0K		SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		

ASSESSMENT DESCRIPTIONS:

Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See: Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do Lesson #2: Name That Career Path Lesson #3: Traveling the Career Paths (Part 1) Lesson #4: Traveling the Career Paths (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See: Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do Lesson #2: Name That Career Path Lesson #3: Traveling the Career Paths (Part 1) Lesson #4: Traveling the Career Paths (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview	_____ Problem Solving	_____ Field Trips	_____ Essays	_____ Debates

	_____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3,4)	_____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels ___x___ Brainstorming (Ls. 1,2,3,4) _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups ___x___ Think, Pair, Share (Ls.1,2,3,4) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Work, Career Paths and Me! **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required: 20-30 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Jobs I Like At Home and School

Materials/Special Preparation Required:

- Classroom Job Chart
- Flip Chart, Board, or Other Visual Media
- Markers
- "Sharing Circle" Ball

Lesson #2: Career Paths In My Community

Materials/Special Preparation Required:

- *Career Paths* mini poster
- Career Puppets (counselor's choice)
- Paper, markers, pencils
- Set of *Career Path* posters

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.01: Identify strengths and interests at home and school. (DOK Level – 1)

CD.7.B.01: Identify workers in the local community related to the six (6) career paths. (DOK Level - 2)

CD.7.C.01: Explain the importance of jobs in the family and school. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

C: Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating 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	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.

Unit Essential Questions:

What are jobs?
Why jobs important?

Unit Measurable Learning Objectives:

The student will be able to identify personal strengths and interests related to one home activity and one school activity.
The student will be able to identify six community workers and how their jobs match each of the six career paths.
The student will demonstrate the importance of jobs by identifying one job within the family and the school.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Lecture, Explicit Teaching)
_____ Indirect
_X___ Experiential (Surveys)
_____ Independent study
_X___ Interactive Instruction (Brainstorming, Discussion, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.

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Brief Summary of Unit:
Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have some knowledge of different jobs they do at home and at school.
Students will have some familiarity with the career paths.

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Unit #1 Title: Work, Career Paths and Me!

Lesson Title: Jobs I Like At Home and At School **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.A.01: Identify strengths and interests at home and school.
CD.7.C.01: Explain the importance of jobs in the family and school.

American School Counselor Association (ASCA)National Standard:
Career Development:
A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Classroom Job Chart
Flip Chart, Board, or Other Visual Media
Markers
Sharing Circle Ball

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 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. 3. Analyze the duties and responsibilities of individuals in societies.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify personal strengths and interests related to one home activity and one school activity.
The student will demonstrate the importance of jobs by identifying one job within the family and the school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will identify personal strengths and interests related to one home activity and one school activity.
The student will demonstrate the importance of jobs by identifying a job within the family and/or the school.

Lesson Preparation

Essential Questions:

1. Why do people have jobs at home or school?
2. What would happen if people didn't have jobs?

Engagement (Hook):

Look at the classroom job chart. Name each job, and ask the students to give a "thumbs-up" if they would like to do the job. Ask the students, "Which jobs do you do well in the classroom? Are there some classroom jobs that interest you more than others?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, summarize what the students have said; noting jobs that individuals mentioned as being jobs they would do best (e.g. Mario and Sarah said they would be able to do the job of librarian really well since they like to visit the library. I noticed that they gave the librarian a "thumbs-up" when I asked what jobs you would like.). Tell the students that things we can do really well are called "strengths."	1. Students will listen.
2. Ask, "What is an interest?" Does an interest have to be strength of person? Is there a difference between strength and an interest? The classroom jobs you gave a "thumbs up" rating are interests you indicated you'd like to do the job."	2. Students' possible responses: "An interest is something I like to do or want to know more about." "A person doesn't have to be good at something for it to be an interest. You may have an interest in baseball, but your strength may not be that sport." "Your interest may be working at the computer and your strength may be computer games."
3. Ask students to form a circle. The counselor says, "This is our *Strength/Interest Circle*." To reinforce the concept of "strength and/or interests," ask each student to tell one strength and one interest at school or at home. Give some examples, if necessary (examples: My strength is helping others in my family. I'm interested in reading books at school. I'm interested in finding out new things).	3. Students will form a circle in the classroom and sit on the floor. Students will pass a Sharing Circle Ball around and take turns telling what a personal strength/interest is of theirs when the ball comes to them.
4. On the flip chat (or other visual aid) write "Our Jobs at Home". Create a home job chart using suggestions from the students. The counselor will write the suggestions on the chart.	4. Students will offer suggestions of jobs at home.
5. Name each job and ask students to give a "thumbs-up" if they like the job. Ask 3 or 4 students to tell what they like about those jobs. After reviewing the list, make the connection between what they like to do/ are	5. Students will give a "thumbs-up" to indicate if they like a job and identify one or two "things" they like about the job.

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interested in doing and what they are good at doing.	
6. Looking at the 2 job charts (classroom and home), ask the students which jobs are important. **What would happen in the classroom if we didn't have people to do the jobs?** Example: Paper Passer: If we didn't have the paper passer everyone would get up at once and to get paper, or the teacher would have to take time out of the lesson to pass out all of the papers and lose learning time. **What would we see if the job of paper passer was done well?** Follow this up by explaining that we would recognize this as being a person's strength. **What would happen at home if people didn't do their jobs?** Example: If someone didn't do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.	6. Students will generate responses indicating: • Consequences of no one doing a specific job. • Using strengths to do a job well. • Consequences of no one doing jobs at home.
7. Summarize the lesson by stating that people have different strengths and interests which help them do their jobs well. Reinforce that all jobs are important to help our homes and schools "run smoothly."	7. Students will give final thoughts if asked.
8. Close lesson with a "Sharing Circle": Using the Sharing Circle Ball, ask students to tell the class one idea they will remember about interests or strengths or job (Remember: 1st graders need help staying focused on topic.	8. Students will share ideas.

Teacher Follow-Up Activities

When the teacher assigns classroom jobs, she/he might reinforce the strengths and interests that students are bringing to those tasks.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Work, Career Paths and Me!

Lesson Title: Career Paths in My Community **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.B.01: Identify workers in the local community related to the six (6) career paths.

American School Counselor Association (ASCA) National Standard:
Career Development:
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster
Career Puppets (counselor's choice)
Paper, markers, pencils
Set of *Career Path* posters

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 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. 3. Analyze the duties and responsibilities of individuals in societies.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	

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	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six community workers and how their jobs match each of the six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will match six community jobs/careers with the appropriate Career Path.

Lesson Preparation

Essential Questions:
1. Why do we need workers in our community?

Engagement (Hook):
Counselor begins by giving clues of an easily identifiable community job, making sure that each clue relates back to the descriptors within a career path (i.e. I am a helping person. I like to work with people. I give medicine to people when they are sick. Who am I?) A job from each career path should be included.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook activity, counselor/puppets explain that the jobs they just identified are all in separate career paths. The counselor will post the *Career Paths* mini poster at the front of the room.	1. Students offer suggestions to answer the "Who am I" questions.
2. The counselor asks students to put on "memory caps" and recall what they remember /know about the career path there are 6 different career paths; there are many jobs in each career path. Counselor/puppets will introduce the six career paths using the descriptions on the posters.	2. A student will be selected to post each *Career Path* mini poster at the front of the room as each career path is described.
3. The counselor asks students, **"What skills have you learned since starting school?"** The counselor will write the students' ideas on the board. **"Did you know you started on your career path the first day you started preschool or Kindergarten?"** Counselor explains the connection between what they are learning/have learned at school and the world of work. When you were in Kindergarten you learned about strengths and interests. Think about the things on our list you like or do well…. What workers are required to use the skills you like or do well in their work every day? Ask volunteers to answer. Did you know you can turn your interests into skill strengths if you want to! Say, "I'd guess that you are better at some of the skills than you are at others AND that you like to do some of the activities on the list more than you like to do others. If this is true for you, smile or give a "thumbs-up".	3. Students take turns contributing ideas to the list (Ideas: Reading, writing, math, getting along with others, listening, sitting still, etc.).
4. The counselor will divide students into 6 groups. Each group will be given a large piece of paper and assigned one career path for which they draw pictures of jobs in that career path. The counselor says, "Today	4. Students respond with the counselor's assistance. The students' job in the company is to work together by sharing ideas and materials to complete the illustrations for the assigned career path.

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your job is working with a career path company, which promotes jobs in your assigned career path. You are to work with other people in your company to illustrate jobs in your assigned career path." Bonus: Include the importance of each job.	
5. Each group will show illustrations to the class to indicate jobs represented in the assigned career path.	5. Groups will share illustrations with the class.
6. Closure: Ask students to identify a skill strength required of one worker in one career path.	6. Students will state the job title and one skill strength (e.g. A veterinarian has to have lots of skill strength in measuring so he or she will give the right amount of medicine to my horse.)
7. Career path illustrations will be displayed in the classroom or in the hallway.	

Teacher Follow-Up Activities

The teacher may want to keep the career path posters posted in the classroom. As jobs are mentioned in the course of instruction, the teacher can ask what career path each job matches.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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Health Path

(Health Services)

People who like to care for animals and people.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

Grade Level/Course Title: 1 / Unit Template_CD7-Gr1-Unit 1-Work, Career Paths and Me
Course Code: Career Development

UNIT DESCRIPTION: Work, Career Paths and Me! Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What are jobs?
2. Why jobs important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will be able to identify personal strengths and interests related to one home activity and one school activity.		CD.7.A.01: Identify strengths and interests at home and school. CD.7.B.01: Identify workers in the local community related to the six (6) career paths. CD.7.C.01: Explain the importance of jobs in the family and school.		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1 DOK Level – 2 DOK Level – 2
2. The student will be able to identify six community workers and how their jobs match each of the six career paths.		CD.7.A.01 CD.7.B.01 CD.7.C.01		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2

				L.1.6		
3. The student will demonstrate the importance of jobs by identifying one job within the family and the school.		CD.7.A.01 CD.7.B.01 CD.7.C.01		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:
At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct ____ Indirect __x__ Experiential _____ Independent study __x___ Interactive Instruction
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview ___x___ Lecture (Ls. 1, 2) ___x___ Explicit Teaching (Ls 1) _____ Drill & Practice	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations	_____ Essays _____ Computer Assisted Instruction _____ Journals	_____ Debates _____ Role Playing _____ Panels ___x___ Brainstorming (Ls. 1,2)

	_____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x___ Surveys (Ls.1,2)	_____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Peer Partner Learning ___x___ Discussion (Ls.1,2) _____ Laboratory Groups _____ Think, Pair, Share ___x___ Cooperative Learning (Ls. 1,2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Making Connections **Grade Level:** 2

Time Required: 20-30 minutes per lesson

Number of Lessons in Unit: 3

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime (Students must be able to perform tasks, e.g. writing responses)

Lesson Titles:

Lesson #1: Connecting the Dots: Activities/Interests to Careers

Materials/Special Preparation Required:

New Things to Learn and Explore Activity Sheet

Career Paths Mini Poster

Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths

Materials/Special Preparation Required:

Career Paths Mini Poster

Set of *Career Path* Posters

Connecting School Skills to the Career Paths Activity Sheet

Flip Chart, Board or Other Visual Media

Markers

Lesson #3: Connecting the Dots: Workers and Their Importance

Materials/Special Preparation Required:

Pictures of places that depict:

Well-kept vs. not well-kept

Jobs Done and Undone

Thank You for Helping our Community activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Flip Chart, Board, or Other Visual Media

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.02: Identify new activities and interests to explore. (DOK Level - 1)

CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths.(DOK Level - 2)

CD.7.C.02: Explain the importance of jobs and workers in the community. (DOK Level - 2)

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American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Question:

What is the relationship between strengths, interests, and careers?

Unit Measurable Learning Objectives:

The student will identify at least two new activities and interests to explore.
The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.
The student will list at least three reasons that jobs and workers are important in the community.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_X___ Experiential (Narratives)
_____ Independent study
_X___ Interactive Instruction (Brainstorming)

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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.

Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

Brief Summary of Unit:

Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of Career Paths (name/give examples of jobs in each career path.)
Students need some knowledge of jobs in the local community.
Students need to be able to write responses on activity sheet, *New Things to Learn and Explore*.
Knowledge of Christopher Columbus
Vocabulary: Career path, explore, subject area, skill/strength

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Unit #1 Title: Making Connections

Lesson Title: Connecting The Dots: Activities/Interests to Careers **Lesson:** 1 of 3

Grade Level: 2

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectation (GLE):
CD.7.A.02: Identify new activities and interests to explore.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

New Things to Learn and Explore Activity Sheet
Career Paths Mini Poster (copy for each student)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

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Lesson Measureable Learning Objective:

The student will identify at least two new activities and interests to explore.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Work Sample and Performance Task: Students will complete the first and second sections of the Activity Sheet "New Things To Learn and Explore." Students will then identify the Career Path(s) that will link them to careers using the link between those activities and interests.

Lesson Preparation

Essential Questions:
How are your strengths, interests, and future career connected?

Engagement (Hook):
Hold up your hand if you have done a "connect the dots" activity. When connecting the dots what did you discover? Let's think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Begin by using the "hook." Ask: What is an explorer? What will you do as an explorer?	1. Students will offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. Reading maps, boats, traveling to new places). • Volunteer definitions of "Explorer" • Volunteer descriptions of activities they will do as an explorer.
2. Ask students to reflect on last year's discussion of their strengths and interests.	2. Students volunteer meaning/examples of strengths/interests.
3. Counselor will ask for a volunteer to explain what an "interest" is, and what an "activity" is. Counselor will ask, "How is an activity different from an interest?" Explain that an interest is something you like to do or you want to learn more about, for example: "I'm interested in reading." "I'm interested in building things."Explain that an activity is something that you participate in at school, home or in the community. You can do this	3. Students volunteer to answer and invite others to volunteer.

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on your own or in a group. Ask students to give examples of activities that they are currently involved in. Say, "We can connect our interests and strengths to our choices of activities. For example, I am reading all the _____ books (activity) because I'm a good reader (skill strength) and am curious about _____ (interest)."	
4. Counselor will give each student the activity sheet, *New Things to Learn and Explore*. Counselor will instruct students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor will remind students that a person doesn't necessarily have to be good at an activity to learn it, but it's important to be interested in learning. Counselor will instruct students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.	4. Students will listen to the instructions.
5. Counselor will instruct students to complete the first two section of activity sheet by writing two activities and two interests that they will explore.	5. Students will write their responses to the first two on the worksheet.
6. Counselor will distribute copies of the *Career Path* mini poster to students. Instruct students to turn over the activity sheet while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)	6. Students will write their responses on the worksheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.
7. Counselor will review the lesson by stating, "Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers: What did you learn today about exploring new things. During our next lesson, we will be connecting the dots between academic (school) skills and career paths. Observe workers: look for the school skills they use.	7. Students will listen and volunteer to tell one "thing" they learned.

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Teacher Follow-Up Activities

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students' listed activities/interests and the career paths.

Counselor reflection notes (completed after the lesson)

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Name_____

New Things to Learn and Explore

Write at least two new activities that you will learn how to do:

1._____

2._____

3._____

4._____

Write at least two new interests that you will explore:

1._____

2._____

3._____

4._____

These are the Career Paths that my new activities and interests might lead to:

1._____

2._____

3._____

4._____

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Unit #1 Title: Making Connections

Lesson Title: Connecting The Dots: Linking Academic Skills to the Career Paths **Lesson:** 2 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectation (GLE):
CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster
Set of *Career Path* Posters
Connecting School Skills to the Career Paths Activity Sheet
Flip Chart, board, or other visual media
Markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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)

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X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two academic skills necessary for workers in the 6 career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Student Work Sample: Students will complete a worksheet that matches academic skills to corresponding career paths.

Lesson Preparation

Essential Questions:
Why are certain skills necessary for a person to be successful at certain jobs?
Engagement (Hook): "Teacher Interview"
Ahead of time, ask the classroom teacher (or some other staff member) to participate in the "hook." In front of the class, remind the students that you have been talking about career paths. Ask the teacher what subjects/skills she/he learned in elementary schools that have helped him/her to become a good teacher. The teacher will briefly discuss the pertinent subjects/skills. Ask students what career path a "teacher" fits. Thank the teacher for his/her participation, and go on with the lesson.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook", the counselor will remind the students that they are on their path to a career, saying, "When did you start your career path/journey? What skills and subjects are you learning now or have learned previously to help you with your career path/journey." The counselor will record answers on board, flip chart, or other visual media.	1. Students will respond that they started their path to a career in preschool or kindergarten. Students respond with ideas using board, flip chart or other visual media.
2. The counselor will review the *Career Path* Mini Poster with the students and instruct students to select subjects/skills from the list generated by the students in step 1 and identify the career path they think these skills/subjects belong in. Make the point that these subjects/skills can fit in many of	2. Students will volunteer ideas. (reading – teacher, math– banker, music – singer, physical education – sports announcer, writing - journalist)

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the career paths.	
3. The counselor will pass out the activity sheet, *Connecting School Skills to the Career Paths*, and read the instructions.	3. Students will complete the activity sheet - individually or in small groups/pairs.
4. When the students have finished, the counselor will facilitate students' self-assessment of their work making sure they addressed each career path.	4. Students will rethink, revise, refine/reflect about their work results as needed.
5. The counselor will conclude the lesson by asking the students to state one new idea they learned about how school subjects/skills relate to career paths.	5. Students will state one new idea learned.

Teacher Follow-Up Activities

The teacher will post the *Career Path* mini poster in the classroom. In the course of various lessons, the teacher might ask how their activities relate to the career paths.

Counselor reflection notes (completed after the lesson)

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Name_____

Connecting School Skills to the Career Paths

Look at the list of skills and school subjects below. Write the skills and subjects that belong in each career path box (next page).

Hint: The same skill or subject may fit in several paths.

Subjects	**Skills**
Reading	Following Rules
Spelling	Listening
Writing	Finishing Work on Time
Music	Working as a Team Member
Computer literacy	Taking Turns
Social Studies	Respecting Others and Self
Mathematics	Problem Solving
Science	Asking Questions
Physical Education	Encouraging Others
Health	
Visual Arts	

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Creative Path _____ _____ _____ _____ _____ _____	**Health Path** _____ _____ _____ _____ _____ _____
Helping Path _____ _____ _____ _____ _____ _____	**Business Path** _____ _____ _____ _____ _____ _____
Fixing/Building Path _____ _____ _____ _____ _____ _____	**Nature Path** _____ _____ _____ _____ _____ _____

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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Health Path

(Health Services)

People who like to care for animals and people.

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Unit #1 Title: Making Connections

Lesson Title: Connecting the Dots: Workers and Their Importance **Lesson:** 3 of 3

Grade Level: 2

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectation (GLE):
CD.7.C.02: Explain the importance of jobs and workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Pictures of places that depict well kept vs. not well kept; jobs done and not done (CAUTION: Avoid using photos of homes and other personal belongings) Examples might be polluted streams vs. clear streams, littered vs. clean land (clean vs. dirty restaurants)
Thank You For Helping Our Community! activity sheet
Pencils; Envelopes; Stamps
List of Names/Addresses of Community Workers
Flip Chart, Board, or Other Visual Media

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Objectives:

The student will list at least three reasons jobs and workers are important in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Work Sample: Each student will write a friendly letter to a community worker expressing appreciation for the work they do and their importance to the community.

Lesson Preparation

Essential Questions:

What would our community look like if there were no people to do the jobs?

Engagement (Hook):

Show the class two contrasting pictures. One picture shows a polluted street and one with a clean street. Ask the students if they can name the community worker that is not doing his/her job well.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook," the counselor will instruct students to generate a list of important jobs in their community. Counselor will record answers.	1. Students will list jobs.
2. Counselor will facilitate a discussion on the importance of each job (listed) to the community. The counselor will erase one job and discuss what would happen if this job didn't exist in the community.	2. Students will offer ideas.
3. Counselors will facilitate a discussion of why it is important that all workers know how valuable their work is to the community.	3. Students will participate in discussion.
4. The counselor will review the elements of friendly letters. Students will write a thank you letter to one of the workers the	4. Students will choose a worker/job and write a thank you letter.

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job list. The letter will also explain why the job is so important to the community. The counselor may need to lead a discussion about what words of appreciation might be included in a thank you letter. (See *Thank You for Helping our Community* activity sheet.)	
5. The counselor will instruct students on how to mail the letter. The counselor will have a phone book in the room for students to look up addresses. An example of how to complete an envelope will be available to the students. Counselor will arrange for cost of postage and arrange for mailing letters.	5. Students will address envelopes.

Teacher Follow-Up Activities

If community workers respond to thank you letters, the teacher will share letters with the class. This would be a good time to invite a postal carrier to talk with students about his or her job.

Counselor reflection notes (completed after the lesson)

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Thank You for Helping Our Community!

Thumbs Up to You

Date: _____

Dear_____,

Body: We are studying workers and career paths. You work as a _____,

which fits in the _____ Career Path. I have observed these workers doing

_____, _____, _____

for our community. I want you to know that I appreciate …

_____

_____

_____

_____

_____

_____

Thumbs-Up and Thank You for doing your job well.

_____
Student's Name

_____
School

_____
City, State, Zip Code

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Making Connections Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What is the relationship between strengths, interests, and careers?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least two new activities and interests to explore.		CD.7.A.02: Identify new activities and interests to explore. CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths. CD.7.C.02: Explain the importance of jobs and workers in the community.		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between training and the world of work.	DOK Level - 1 DOK Level - 2 DOK Level - 2
2. The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.		CD.7.A.02 CD.7.B.02 CD.7.C.02		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2

				L.2.4 L.2.5 L.2.6		
3. The student will list at least three reasons that jobs and workers are important in the community.		CD.7.A.02 CD.7.B.02 CD.7.C.02		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.
Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct _____ Indirect __x___ Experiential _____ Independent study __x___ Interactive Instruction
1 2 3	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers

2 3	Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips ___x___ Narratives (Ls. 1,2,3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels ___x___ Brainstorming (Ls. 1,2,3) _____ Peer Partner Learning _____ Discussion (Ls. 1,2,3)j _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Targeting Careers **Grade Level:** 3

Number of Lessons in Unit: 4

Time Required: 20-30 minutes each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: My School Goal (Part 1)

Materials/Special Preparation Required:

Step for Setting a Goal Student Activity Sheet
Step for Setting a Goal Teacher Goal Setting Mini Poster
Board, flip chart, or other visual media
Pencil or chalk

Lesson #2: My School Goal (Part 2)

Materials/Special Preparation Required:

My School Goal Weekly Goal Sheet
My Goal Sheet Student Mini Goal Sheet
Board, flip chart, or other visual media
Pencil or chalk

Lesson #3: My School Goal (Part 3)

Materials/Special Preparation Required:

My Goal Sheet Student Mini Goal Sheet
My School Goal Weekly Goal Sheet from lesson 2
Board, flip chart, or other visual media
Pencil or chalk

Lesson #4: How Do They **DO** That?

Materials/Special Preparation Required:

Job Picture Activity Sheet (cut up) **or** use actual photographs of modern day local heroes and key figures in the school and community (at least one to represent each of the career paths (e.g. school principal, mayor, firefighter, school nurse).
Activity Sheet – *The Career of a Community Hero*
Career Path Mini Poster (1)
Career Paths Posters (6)

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals. (DOK Level - 3)

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CD.7.B.03:	Compare and contrast the academic skills required of workers in the six career paths. (DOK Level – 3)
CD.7.C.03:	Recognize the contributions made by all workers to the school and community. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions and ideas while recognizing the perspectives of others. 6. Apply communication techniques to the job search and to the workplace.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses a problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do people set goals?
What happens when someone reaches a goal?
How is what you learn at school useful in a career?

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Unit Measurable Learning Objectives:

The student will list the steps to setting short-term and long-term goals.
The student will apply the steps by writing and evaluating progress toward goals.
The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.
The student will list at least two contributions of specified workers to the school or community.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Structured Overview)
_X__ Indirect (Reflective Discussion)
_X__ Experiential (Conducting Experiments)
_____ Independent study
_X__ Interactive Instruction (Brainstorming)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Brief Summary of Unit:
In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have knowledge of personal strengths and weaknesses related to academics and behavior.
Students will have knowledge of the career paths and the work represented within each career path.
Students will be familiar with different types of workers within the school and the community.
Vocabulary: Goals, Goal-Setting, Academic Subjects, Long Term Goal, Short Term Goal, Personal Goals, Educational Goals

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Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part1) **Lesson:** 1 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Expectation (GLE):
CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

American School Counselor Association (ASCA) National Standard:
Career Development:

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

"Step for Setting a Goal" Student Activity Sheet
"Step for Setting a Goal" Teacher Goal Setting Mini Poster
Pencil or chalk
Board, flip chart, or other visual media

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving

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	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Decision making

Lesson Measurable Learning Objectives:

The student will list the steps to setting short- and long-term personal and educational goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will explain, orally and in writing the step-by-step process for goal setting.

Lesson Preparation

Essential Questions:

Why do people set goals?
What happens when someone reaches a goal?

Engagement (Hook):

"Think about something you want to accomplish and imagine it 5 ft. in front of you. Take one step to get to the accomplishment. (They will find they can't do it. Some students will fall down when they try to take a really large step.) What happened? Did you reach what you wanted to accomplish in one step? How would additional and specific directions from me have helped you get to your accomplishment? We're going to talk about how it sometimes takes many steps to accomplish something in a short or long period of time."

Procedures

Instructor Procedure/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "If you want to accomplish something, you have to know where you want to GO (Goal) and how you will get there (steps to your Goal)." Divide students into groups of four by counting off. The instructor explains that the students are going to brainstorm ideas together. "Who will explain what brainstorming means?" Brainstorming is when students come up with a variety of ideas to answer a question.	1. Students number off. Two or three students will explain the process of brainstorming to the class and get into their groups.
a. The instructor asks students to brainstorm to answer the following: What is a goal?	a. Students will brainstorm what they think a goal is. Possible responses: • A goal is something a person wants to accomplish or improve. • Something I want to improve.
b. Students brainstorm the following: What	b. Students brainstorm ideas on what a

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are ideas for personal goals? What are ideas for educational goals? Personal Goal: A personal goal is something you want to learn or improve on in your life. Example: I want to improve my basketball skills: free throw shooting and vertical jump. Educational Goal: An educational goal is a goal you set to accomplish or improve on in school. Example: "I learn to say my multiplication facts really fast."	personal goal is and what an educational goal is:
2. There are two types of Educational and Personal Goals: Short-Term and Long Term Goals. Brainstorm in small groups what short and long term goals mean. a. A short-term goal is a goal that can be Accomplished in a short period of time. Example: I will finish this before recess. Discuss other examples. b. A long-term goal is a goal that is worked on over an extended period of time. Example: This science project is due in three weeks. I will start on it by Friday. Discuss other examples.	2. Discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.
3. Introduce the steps in setting goals. a. Goal - Choose goal b. Discuss - Discuss the goal with the teacher or friend, if necessary. c. Plan - The student makes a step-by-step plan and writes it down. 1) How do I start my goal? 2) What will help me complete it? 3) What actions will I take to reach my goal? d. Timeline - Set a timeline (beginning and ending date and time). e. Self-Assess – How will you check your goal. f. Evaluate- the students will evaluate their success at the end of the timeline.	3. Review steps in setting a goal:
4. Students are given an Activity Sheet "The Steps For Setting a Goal" to write the step-	4. Students will complete the sheet and review the steps with the class to self-

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by step process for goal setting.	assess their ability to recall the steps.
5. Tell students to discuss in small groups what would happen if one of the steps in the process were left out.	5. Students brainstorm and share ideas.
6. The instructor reviews the Activity Sheet "The Steps For Setting a Goal" and lets students know they will be completing a Goal Activity Sheet next week. The instructor asks students to think about a short-term educational goal over the next week that they would like to accomplish for their next session.	6. Students spend the next week thinking about a short-term goal they might like to accomplish and the steps they would implement to accomplish that goal.

Teacher Follow-Up Activities

The instructor will give the teacher a mini poster on the step-by-step process of goal setting to review with the students during the week.

Counselor reflection notes (completed after the lesson)

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Steps for Setting a Goal

Student Activity Sheet

THE STEPS FOR SETTING A GOAL

Name _____ Date _____

STEPS:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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Steps for Setting a Goal

Teacher Mini Poster

THE STEPS FOR SETTING A GOAL

Steps:

1. **Set Goal**
   Think about a goal and set a personal or educational goal.

2. **Discuss**
   Discuss the goal with the instructor or a friend.

3. **Plan**
   Make a step-by-step plan to accomplish the goal.

4. **Set Timeline**
   Set a timeline for beginning and finishing each step toward the goal.

5. **Self – Assess (Rethink-Revise/Refine-Reflect)**
   How will I check (evaluate) the effectiveness of my actions at each step toward accomplishing my goal?

6. **Evaluate**
   How did I do at accomplishing my goal?

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Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part 2) **Lesson:** 2 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Expectations (GLEs):
CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

American School Counselor Association (ASCA) National Standard:
Career Development:

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

My School Weekly Goal Sheet
My Goal Sheet Student Mini Goal Sheet
Board, flip chart, or other visual media
Pencil or chalk

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting	X	Decision making

Lesson Measurable Learning Objectives:

The student will develop a plan for setting and achieving a short-term goal and monitoring his/her progress toward goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a written plan of a short-term educational goal.

Lesson Preparation

Essential Questions:
Why do some goals take a short time to complete, while others take a long time?
Why do people use short-term goals?
Why do people use long-term goals?

Engagement (Hook):
Put a trash can in the middle of the floor and wad up a piece of paper. Throw the paper toward the trash can and miss the can. The instructor asks students what s/he should do. Should I give up? The students will say no, try again. The instructor tries again, but misses. The instructor asks what s/he should do. The students will hopefully tell the instructor to make another plan and move to a new spot. The instructor shoots a third time and makes the goal. Is this a short or long term goal? (short-term goal)

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Procedures

Instructor Procedure/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reviews the definitions of goal: short-term and long-term goals. **A goal** is something a person wants to accomplish or improve. **Short and long term goals:** a. A short-term goal is a goal that can be accomplished in a short period of time. b. A long-term goal is a goal that is worked on over an extended period of time.	1. Students share their ideas.
2. The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet "Steps for Setting Goals" in lesson 1.	2. Review the steps in setting goals. a. Goal - Choose goal b. Discuss - Discuss the goal with the teacher or friend, if necessary. c. Plan - The student makes a step-by-step plan and writes it down. 1) How do I start my goal? 2) What will help me complete it? 3) What actions will I take to reach my goal? d. Timeline - Set a timeline (beginning and ending date and time). e. Self-Assess – How will you check your goal. f. Evaluate- the students will evaluate their success at the end of the timeline.
3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.	3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.
4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.	4. Volunteer share short-term goals and plans.
5. The counselor gives each student a "Student Mini Goal Activity Sheet *My Goal Sheet*".	5. Students agree to work on accomplishing their goal over the next week. The

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Students are instructed to complete the top part of the mini goal sheet and tape it to his or her desk. This will help students keep track of their short-term goal success throughout the week. Students will work to accomplish their short-term Educational Goals by the next class session. They will evaluate their success at that time.	students will write their names, the date, and their short-term educational goals on their "Student Mini Goal Activity Sheet *My Goal Sheet*". The students will tape to the Activity Sheet to the top of their desk as a reminder of their goal and mark their progress daily.

Teacher Follow-Up Activities

The teacher will remind students' daily to review and work on accomplishing their short-term goal each day.

Counselor reflection notes (completed after the lesson)

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MY SCHOOL GOAL
Weekly Goal Sheet

Name _____ Date _____

1) My goal is _____

2) My plan is:
   a) _____
   b) _____
   c) _____
   d) _____

3) When will I start and finish my goal?
Start date _____ Finish/check date_____

4) How will I evaluate myself (check)?

_____
_____
_____
_____
_____

5) How did I do (evaluate)?

_____
_____
_____
_____
_____
_____

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Student Mini Goal Sheet

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

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Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part 3) **Lesson:** 3 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Expectation (GLE):
CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

American School Counselor Association (ASCA) National Standard:
Career Development:

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

My Goal Sheet Student Mini Goal Sheet
My School Goal Weekly Goal Sheet completed during lesson 2
Board, flip chart or other visual media
Pencil or chalk

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting	X	Decision Making

Lesson Measurable Learning Objectives:

The student will evaluate progress toward a goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will review his/her weekly goal sheet and evaluate the success of his/her actions toward accomplishment of his/her goal (self-assessment- Rethink-Revise/Refine-Reflect).

Lesson Preparation

Essential Questions:
Why to people review and reflect on their goals?

Engagement: Think about how your day has gone so far today. Students will raise their hands as the counselor shares the words underlined words below.
Feedback: Great…why? Okay…Why? Not good…Why? One or two students will explain why they rated their days as they did.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor asks students to brainstorm in small groups of 4 or 5 and share their meaning of "evaluation." **Evaluation is like feedback…how did you do?**	1. Students brainstorm their ideas in small group and share their ideas with the larger group.
2. Students are given the weekly goal setting plan they completed during the last session to review and evaluate the success of their actions.	2. Students self assess how they did with accomplishing their short-term goal after reviewing their Student Mini Goal Sheet that is taped to their desk.
3. Students are asked to write their self-evaluation feedback on the plan they developed in lesson 2.	3. Students evaluate their success using the following scale: a. I completed my goal. b. I improved my goal. c. I am still working on my goal. d. I didn't do anything to accomplish my goal.
4. Instructor asks students to share their self-evaluation feedback in small groups and then asks a few students to share "learning" with the larger group.	4. Students share their self-evaluation feedback and/or a "Idea" they learned.

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5. At the end of class the instructor asks students to continue to set short term goals for their schoolwork.	5. Students take a supply of mini goal sheets to continue to use in their goal setting.

Teacher Follow-Up Activities

The instructor encourages the teacher to have students set weekly short-term goals using the mini goal sheet.

Counselor reflection notes (completed after the lesson)

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Student Mini Goal Sheet

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

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Unit #1 Title: Targeting Careers

Lesson Title: How Do They *DO* That? **Lesson:** 4 of 4

Grade Level: 3

Time Required: 30 minutes (may require 2 sessions to complete)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.B.03: Compare and contrast the academic skills required of workers in the six career paths.
CD.7.C.03: Recognize the contributions made by all workers to the school and community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job Picture Activity Sheet (cut up) **or** use Pictures of modern day local heroes and key figures in the school and community, representing all career paths (i.e. school principal, mayor, firefighter school nurse, etc.)
Activity Sheet – *The Career of a Community Hero*
Career Path Mini Poster (1)
Career Paths Posters (6)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will compare and contrast the academic skills required of two workers on each of the six Career Paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will be able to identify, compare and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of: "The Career of A Community Hero."

Lesson Preparation

Essential Questions:
How is what you learn at school useful in a career?

Engagement (Hook):
Show a picture of a super hero. Why is this person a super hero in the cartoons? Today we are going to talk about heroes in our community, what makes each one great, and how they contribute to our school or community.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Showing the career path mini poster (1) the counselor asks the students if they remember the 6 Career Paths that were introduced last year. Students are paired up and asked to list the names of the six Career Paths and then to describe each Path using examples of job titles and/or the major function of each Path. The Career Path Posters (6) are introduced and posted on the wall at the front of the class (Health, Business, Helping, Nature, Fixing, Building and Technology and Creative).	1. Students work together to recall the names of the six career paths and their description. Partners share their ideas with the class.
2. Counselor asks the students: "What is a hero?" Counselor should emphasize that a	2. Students contribute names of jobs in our community that would be considered

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hero helps to make things better. Let's make a list of different types of community workers that would be considered heroes in our community. The counselor will write the list on the board.	local heroes (e.g. teachers, doctors, nurses, firefighters, police officers)
3. Group students in an even number of groups; and give each group 2 or 3 pictures from *the Job Picture Activity Sheet*. Three students in the group are selected to do the following group job: • Leader – This person guides the discussion. The Leader should be a strong leader and not bossy. • Recorder – This person takes notes for the group. The Recorder should be a good note taker to record the answers to the questions listed on *The Career of a Community Hero*. • Reporter – This person reports out information to the class. The Reporter should be good at sharing information with a large group. Group members will consider personal strengths of each group member to select roles. Encourage students to volunteer for roles…and to "try out" roles in which they are interested and have not yet developed the skill.	3. Groups assign the roles of group members.
4. When students are finished answering the questions on the activity sheet for each picture/job, each group Reporter will share the pictures of their heroes, and explain why she or he is a hero. What school subjects added to their greatness, and what's the person's contribution is to his/her school/community?	4. Students discuss the 4 questions for each of their heroes in the pictures, coming to consensus on responses. A spokesperson (Reporter) for each group will present the group's information to the rest of the class.
5. Each group will select one picture as the group's favorite hero. Groups are then paired to compare and contrast the academic skills used by their heroes.	5. Reporters take notes for each group's discussion.
6. The Leader for each group will explain the comparison exercise.	6. Class listens as the Leaders for each group presents their comparisons.

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7. In conclusion, ask each group to identify one important point they learned from this activity.	7. Previous Reporters for each group will share the group's new learning with the class.

Teacher Follow-Up Activities

As they teach different subjects, teachers could ask the students what types of careers would use this subject area.

Counselor reflection notes (completed after the lesson)

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The Career of a Community Hero

Name of Career_____

Answer the questions below about this job.

1. What makes this person a hero in our community?

_____

_____

2. What school subjects added to the hero's greatness?

_____

_____

3. What is this hero's contribution is to the school/community?

_____

_____

4. What Career Path does this job fit? _____
The Career Paths are:

Creative Path

Helping Path

Business Path

Fixing, Building and Technology Path

Health Path

Nature Path

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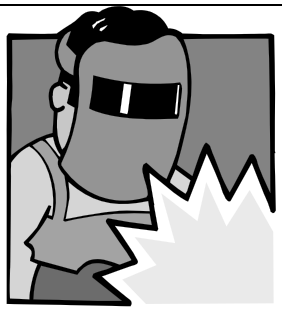
Job Picture Activity Sheet

Farmer	**Astronaut**	**Delivery Person**
Computer Programmer	**Bu s Driver**	**Optometrist**
Manicurist	**Photographer**	**Camera Person**
Teacher	**Sanitation Worker**	 **Welder**

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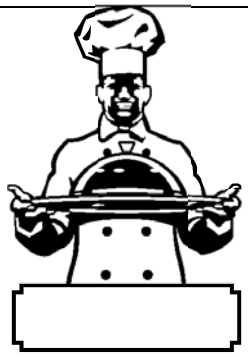 **Chef**	**House Keeper**	**Lawn Care Person**
Bricklayer	**Receptionist**	**Pediatrician**
Physical Therapist	**Pet Groomer**	**Construction Worker**
Veterinarian	**Carpenter**	**Gas Station Attendant**

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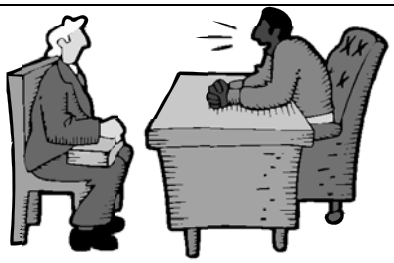
Architect	**Singer**	**Police Officer**
Banker	**Artist**	**Meteorologist**
Clergy	**Zoo Keeper**	**Forest Ranger**
Actor	 **Counselor**	**Taxi Driver**

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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Health Path

(Health Services)

People who like to care for animals and people.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Targeting Careers In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.	**SUGGESTED UNIT TIMELINE: 4** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What are goals?
2. Why do people set goals?
3. How is what you learn at school useful in a career?

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 the steps to setting short-term and long-term goals.		CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals. CD.7.B.03: Compare and contrast the academic skills required of workers in the six career paths. CD.7.C.03: Recognize the contributions made by all workers to the school and		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C. Students will understand the relationship between training and the world of work.	DOK Level - 3 DOK Level - 3 DOK Level - 2

		community.				
2. The student will apply the steps by writing and evaluating progress toward goals.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
3. The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
4. The student will list at least two contributions of specified workers to the school or community.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** __x__ Direct

	__x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	___x__ Structured Overview (Ls. 3) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x___Reflective Discussion (Ls. 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments (Ls. 1) _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 4) ___x__ Cooperative Learning (Ls.1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Finding My Place In The Community **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: Where do I Fit?

Materials/Special Preparation Required:

*Where Do I Fit Activity Shee*t

Career Path Mini Poster

Job Picture Activity Sheet (Pictures of Community Workers)

Lesson #2: Information, Please!

Materials/Special Preparation Required:

For "hook": map, travel books, hotel guide, etc.

Career Path Mini Poster

Job Picture Activity Sheet

Job Research Activity Sheet (A Job I am Interested in Finding Out More About…)

Computer or computer lab

Career exploration software, such as *Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin3.com) or Career exploration books, such as *Children's Dictionary of Occupations (Hopke and Parramore, Meridian Education Corporation),* **or** Local Speaker in the Community

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.04: Compare interests and strengths with those of workers in the local community. (DOK Level - 3)

CD.7.B.04: Identify school and community resources available for exploration of the six career paths. (DOK Level - 1, 2)

CD.7.C.04: Recognize the contributions of all jobs to the community. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):

Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between training and the world of work.

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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 does understanding one's interests and strengths relate to career exploration?
Why is researching a career important in the career decision-making process?

Unit Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify and "sample" two school and community resources that are available for exploration of the six career paths.
The student will identify two contributions of five jobs in the community.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Demonstration, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X___ Experiential (Field Observation)
____Independent Study
_X___ Interactive Instruction (Panels, Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete the Activity Sheet "Where Do I Fit?" Inventory. Individual results will be used to compare personal preferences to the six career paths and match preferences to possible careers.

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Students will use career software and other career exploration resources to discover opportunities in a variety of occupations.

Brief Summary of Unit:
This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work.
Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.

Unit Goals:
CD.7.A.04: Compare personal and educational interests and strengths with those of workers in the local community.
CD.7.B.04: Identify and "sample" school and community resources that are available for exploration of the six career paths.
CD.7.C.04: Recognize the contributions of all jobs to the community.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students require some knowledge of their individual career interests.
Age appropriate computer literacy
Vocabulary: career paths, preferences

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Unit #1 Title: Finding My Place In The Community

Lesson Title: Where Do I Fit? **Lesson:**1 of 2

Grade Level: 4

Length of Lesson: 30 minutes each

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.A.04: Compare interests and strengths with those of workers in the local community.
CD.7.C.04: Recognize the contributions of all jobs to the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Where Do I Fit? Activity Sheet
Career Path Mini Poster
Job Picture Activity Sheet (pictures of community workers)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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	X	Integrity	X	Problem Solving

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify two contributions of five jobs in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Work Sample: The student will complete an inventory indicating individual work preferences. Complete an inventory indicating individual work preferences to the work requirements and environments of workers in each of the six career paths. The student will identify at least five occupations that match their preferences AND two occupations that appear to not match their preferences. The students will conduct an exploration of one occupation that matches their work preferences and one occupation that does not.

Lesson Preparation

Essential Questions:
How does knowing oneself better prepare a person for choosing rewarding career? How are people who have the jobs with the same job title, similar and different?

Engagement (Hook):
Counselor asks: "Who thinks that they know themselves very well?" Students will raise their hands if they agree. Counselor explains that students will be doing a self-assessment, an exercise that will help them discover more information about themselves and their own strengths and interests. "On this exercise, there are no wrong answers…only right ones because they are personal to you."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will explain that it is important to know your strengths and interests lie because this knowledge helps each person make informed decisions for his/her own future.	1. Students listen.
2. Counselor will distribute the *Where Do I Fit?* Activity Sheet. Provide time for students to read through the inventory and to ask questions. Students will be instructed to mark those items that most reflect what they like and can do well and their work preferences.	2. Students will complete the Activity Sheet and total their yes/no/maybe responses in each area.

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3. When students are finished, the counselor will ask the students to look at the *Job Activity Picture Sheet* of community workers. Students will review at their chosen attributes, and will compare them to the attributes that they think specific community workers might use in the jobs pictured.	3. Students will compare their responses on the sheet to the attributes of local workers. They may use the Career Paths Mini Poster for assistance.
4. The counselor will review the Career Path Mini Poster with the students. The students will use their knowledge of the career paths as a reference in identifying attributes.	4. Students will review the Career Path Mini Poster and use it as a reference when comparing attributes.
5. Counselor will guide students in developing a list of jobs that match students' preferences.	5. Students will create a list: • This job appears to match me. • This job does not appear to match me.
6. The counselor will instruct the students to choose five community workers from the *Job Activity Picture Sheet* with whom they identify AND two occupations that do not match their preferences. The counselor will ask each student to briefly describe the contributions to the community of one worker whose work matches the student's preferences and one worker whose preferences are very different from the student. (The counselor may choose to do this activity with individual students or in small groups.)	6. Students will choose five community workers from the *Job Activity Picture Sheet* with whom they identify AND two occupations that do not match their preferences. They will describe contributions to the community of one worker who "matches" and one who does not.
7. The counselor will ask each student to tell one new thing that they learned about him or herself during the lesson.	7. Students will reflect and give their answers. Respond to: I learned _____ about myself.
8. Counselor will determine best method for retaining students' completed "Where Do I Fit" Activity Sheets. They will be in references in subsequent lessons and will provide a means of comparing "today' preferences with "tomorrow's" (in this case tomorrow means next year).	8. Students will turn in Activity Sheets.

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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

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NAME_____ GRADE_____

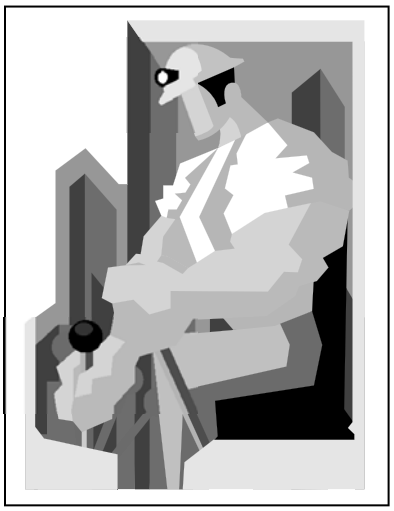
WHERE DO I FIT?

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
   a. _____tools
   b. _____animals
   c. _____science
   d. _____people
   e. _____numbers
   f. _____words
   g. _____machines
   h. _____musical instruments
   i. _____computers
   j. _____plants

2. Do you like to:
   a. _____be outdoors
   b. _____be inside
   c. _____move around a lot
   d. _____stay in one place
   e. _____be with other people
   f. _____spend time alone
   g. _____make/fix things
   h. _____talk to people



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3. Do you think you would be willing to:
   a. _____work 10 to 12 hours each day
   b. _____work very early in the morning
   c. _____work in the evening or during the night
   d. _____work on weekends, if necessary
   e. _____travel and be away from home a lot
   f. _____get a college education or more career training
   g. _____continue to learn new things throughout your career

4. Are you physically able to:
   a. _____climb a ladder
   b. _____stand on your feet for hours at a time
   c. _____walk a lot
   d. _____hear what others are saying
   e. _____see clearly
   f. _____use your eyes for close work for hours at a time

5. Could you:
   a. _____sit in one place for hours at a time
   b. _____work alone if you had to
   c. _____work with other people
   d. _____speak pleasantly regardless of how you feel
   e. _____be pleasant to someone who is not pleasant to you
   f. _____do the same thing repeatedly and still be accurate and quick
   g. _____do many different things in the same day
   h. _____tell other people what to do and be responsible for making sure that they do it

6. Are you able to:
   a. _____persuade other people to do what you want them to do
   b. _____keep accurate records
   c. _____follow written directions
   d. _____follow oral directions
   e. _____do a job as instructed
   f. _____get your work done even if the boss is away
   g. _____leave your personal problems at home

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7. Are you willing to:
    a. _____be neat, clean, and dressed nicely while you are working
    b. _____be on time for work and have regular attendance on the job
    c. _____get your hands and clothing dirty
    d. _____wear a uniform
    e. _____work without pay while you are learning how to do your job
    f. _____work at a job that might be dangerous

8. Are you the kind of person who could:
    a. _____keep doing the same tasks over and over, and still do them well
    b. _____work with people who are in trouble and need your help
    c. _____work with people who are sick or injured
    d. _____make decisions and accept blame if they are wrong decisions
    e. _____give orders in such a way that others will follow them
    f. _____think up ideas and new ways of doing things
    g. _____remain calm in an emergency
    h. _____meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:
    a. _____you were in an open place high above the ground
    b. _____you were in a small closed-in space
    c. _____there was a lot of noise around you
    d. _____you were in a place that was smelly
    e. _____it was very hot
    f. _____it was very cold
    g. _____you had to work outside in the rain and snow
    h. _____you had to work under pressure

Number of "yes" answers:_____
Number of "no" answers:_____
Number of "maybe" answers:_____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path Mini Poster and figure out careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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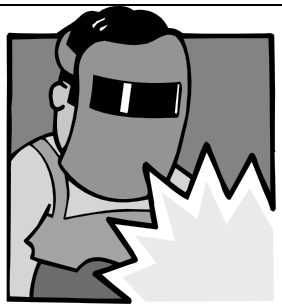
Job Picture Activity Sheet

Farmer	**Astronaut**	**Delivery Person**
Computer Programmer	**Bu s Driver**	**Optometrist**
Manicurist	**Photographer**	**Camera Person**
Teacher	**Sanitation Worker**	 **Welder**

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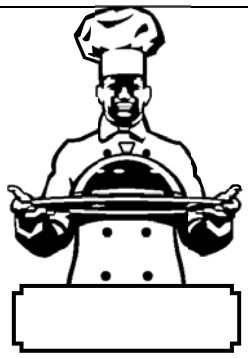 **Chef**	**House Keeper**	**Lawn Care Person**
Bricklayer	**Receptionist**	**Pediatrician**
Physical Therapist	**Pet Groomer**	**Construction Worker**
Veterinarian	**Carpenter**	**Auto Mechanic**

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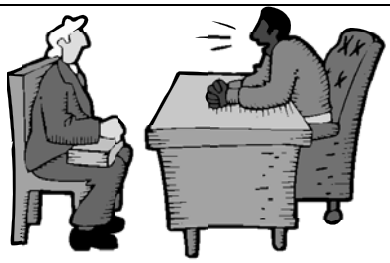
Architect	**Singer**	**Police Officer**
Banker	**Artist**	**Meteorologist**
Clergy	**Animal Care Taker**	**Forest Ranger**
Actor	 **Counselor**	**Taxi Driver**

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Unit #1 Title: Finding My Place In The Community

Lesson Title: Information, Please! **Lesson:** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectation (GLE):
CD.7.B.04: Identify school and community resources available for exploration of the six career paths.

American School Counselor Association (ASCA) National Standard:
Career Development:
A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

For "hook": map, travel books, hotel guide
Career Path Mini Poster
Job Picture Activity Sheet
Job Research Activity Sheet (A Job I am Interested in Finding Out More About…)
Computer or computer lab
Career exploration software, such as *Missouri Connections Junior Version (www.missouriconnections.org), Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin 3.com)
or Career exploration books, such as *Children's Dictionary of Occupations (Hopke and Parramore, Meridian Education Corporation)*
or Local Speaker in the Community e.g. banker, human resource person, city sanitary worker

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measureable Learning Objectives:

The student will identify and "sample" two school and community resources that are available for exploration of the six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate: ability to access software programs, access online age-appropriate resources, find and use print resources.

Lesson Preparation

Essential Questions:
Why is it important to research careers? When will you know that you have enough information to make a decision about your career?
Engagement (Hook): Counselor stands in front of class holding a map or a travel guide. Counselor says: "If I were going to take a trip, what kinds of things would I need to get from here to there?" Counselor says: "A career path is a journey, as well. It leads us from here to there, in terms of a future career. Along our career journey, we will need lots of information to help us make the best decision for ourselves. Today, we are going to talk about some of the ways/places we can uncover career information."

Procedures

Instructors Procedures/Instructional Strategies:	**Students Involvement/Instructional Activities:**
1. After the hook is shared and essential questions are asked, the counselor shares with students that there are many different resources to use for career exploration. ***Note:*** *This lesson plan is formatted using three difference options for accessing career resources.* *a. The first option is using computer software (Example: Missouri Connection Junior Version*	1. Students listen to the examples of different resources and share ideas about resources during essential questions.

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(www.missouriconnections.org) , Career exploration software, such as Paws In Jobland (www.Bridges.com), Coin Climb (www.coin3.com). *b. The second option is using a resource book for career exploration (Example: Children's Dictionary of Occupational Titles).* *c. The third option is using guest speakers (community workers) as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.).*	
2. **Option 1:** The counselor opens the *Jobland* Program. The counselor familiarizes the class with the icons used in the *Jobland* program. NOTE: Counselor will strive to have computers available for each student. Counselor will determine best way to ensure greatest hands on experience.	2. The students observe the method of booting up a computer.
3. The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program. NOTE: This is an opportunity for those who may not have access to computers at home to gain experience.	3. Students listen to the opening statements from Paws.
4. The counselor instructs the student to click on Jobland. Counselor tells students some general information about Jobland.	4. Students watch the software and listens to the explanation of *Jobland.*
5. The counselor selects another student to click on one of the buildings in Jobland (this can be counselor choice or student choice).	5. Students watch the demonstration. Students may encourage buildings to choose.
6. From the pop up menu for that building, the student or counselor will read aloud the list of options. One option is selected.	6. Students watch and listen to the description of the selected career.
7. Steps 5 and 6 are repeated, as time allows.	7. Additional students will be chosen to assist the exploration.
8. Counselor tells the class that there are 100	8. Students listen to the explanation and

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careers in the *Jobland* program, showing them the alphabetical list.	name jobs they hope are on the list.
9. Counselor leads class in the *Jobland* Job Finder assessment. When the Job Finder is complete, it indicates which area of *Jobland* might be of most interest, based on the students' responses.	9. Students help complete the assessment by responding to the questions. Students continue to share responses.
10. Counselor reminds class that they may use this software on their classroom computer or in the library. Counselor also presents the other career exploration resources brought to the class, encouraging students to explore on their own (e.g. books, videos, C.D.'s, DVD's)	10. Students review where computers are located.
11. **Option 2**: Counselor divides students into groups of 3-4 students. A career resource book (Example Resource: *Children's Dictionary of Occupations*) is given to share in each group. Each student will also be given a job picture from the *Job Activity Picture Sheet* or select career to research based on what they discovered about themselves when they completed *"Where Do I Fit"* (Lesson 1). The students are also given a job research sheet *"A Job I'm Interested in Finding Out More About…"* to use with the resource book to research about a certain job.	11. Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet.
12. The counselor asks the students to use career information resources to complete the Activity Sheets and share their work.	12. Students share their research with the class.
13. **Option 3:** This option uses community workers as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.). The following format would be used: • Introduction of Self • Job Title • Description of Job	13. Students will listen to the classroom speaker(s) and ask appropriate questions.

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• Job Training Needed • School Skills They Use on the Job (i.e. math, science, reading, writing) • Demonstration of Equipment (if needed)	
14. The students are given a Job Research Activity Sheet *"A Job I'm Interested in Finding Out More About…"* to complete while listening to the speaker.	14. Students will complete worksheet.
15. After using one of the above resources in the classroom the counselor will review the other resources available for future career exploration. Students will be encouraged to use the Job Research Activity Sheet to interview workers outside the class.	15. Students will participate in the review of resources and what they have learned.

Teacher Follow-Up Activities

Teacher may take the students to the library to use the career exploration resources located there. The librarian may make a presentation to the students about the available resources.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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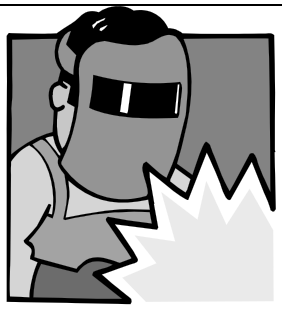
Job Picture Activity Sheet

Farmer	**Astronaut**	**Delivery Person**
Computer Programmer	**Bu s Driver**	**Optometrist**
Manicurist	**Photographer**	**Camera Person**
Teacher	**Sanitation Worker**	 **Welder**

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Chef	**House Keeper**	**Lawn Care Person**
Bricklayer	**Receptionist**	**Pediatrician**
Physical Therapist	**Pet Groomer**	**Construction Worker**
Veterinarian	**Carpenter**	**Gas Station Attendant**

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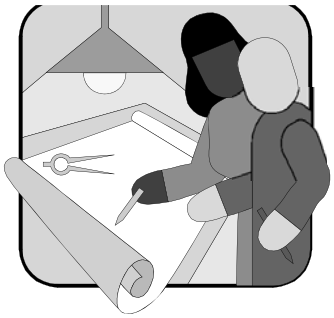
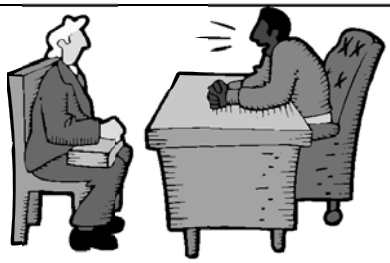
 **Architect**	**Singer**	**Police Officer**
Banker	**Artist**	**Meteorologist**
Clergy	**Zoo Keeper**	**Forest Ranger**
Actor	 **Counselor**	**Taxi Driver**

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Job Research Activity Sheet

A Job I am Interested in Finding Out More About…

Name of Job: _____

Job Description: _____
_____
_____
_____

Personal Skills needed: _____
_____

School Skills needed: _____
_____

Education needed: _____
_____

Job Outlook/Estimated Salary: _____
_____

Career Path this job fits best: _____
(Circle) This job matches/does not match my personal preferences.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Finding My Place In The Community This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work. Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. How does understanding one's interests and strengths relate to career exploration?

2. Why is researching a career important in the career decision-making process?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.		CD.7.A.04: Compare interests and strengths with those of workers in the local community. CD.7.B.04: Identify school and community resources available for exploration of		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between training and the	DOK – Level 3 DOK – Level 1,2

		the six career paths. CD.7.C.04: Recognize the contributions of all jobs to the community.			world of work.	DOK – Level 2
2. The student will identify and "sample" two school and community resources that are available for exploration of the six career paths.		CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
3. The student will identify two contributions of five jobs in the community.		CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2

ASSESSMENT DESCRIPTIONS*:

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lesson #1: Where do I Fit? Lesson #2: Information, Please!

3	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See: Lesson #1: Where do I Fit? Lesson #2: Information, Please!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___x__ Demonstrations (Ls. 1,2) ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x__ Field Observations (Ls.2) _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing ___x__ Panels (Ls. 2) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013,
from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Finding My Place In The World **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required: 30-40 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Where do I fit now? Have I changed?

Materials/Special Preparation Required:

Where Do I Fit? Activity Sheet each student completed in grade 4; plus a new copy for grade 5 (if not used in 4th gr. adapt lesson to meet your needs)

Career Paths Mini Poster

Mini Poster *Jobs in the World of Work*

Lesson #2: Back in the "Old Days"

Materials/Special Preparation Required:

Picture of a family sedan from 10 years ago, picture of a current "hot" car

Activity Sheet *How Times Change*

Mini Poster *Job Changes in the World of Work (one for each small group)*

Lesson #3: How Times Have Changed

Materials/Special Preparation Required:

Activity Sheet *How Times Change (completed)*

Flip chart/chalkboard

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.05: Compare interests and strengths with those of workers in the global community. (DOK Level – 3)

CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths. (DOK Level - 3)

CD.7.C.05: Describe the contributions of a variety of jobs in the community. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:

Career Development:

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between training and the world of work.

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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:

In what ways have jobs changed over the years?
How people's interests change as they get older?

Unit Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.
The student, as a member of a group, will identify five jobs that have changed over the last ten years.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Writing to Inform)
_____ Experiential
_____ Independent study
_X__ Interactive Instruction (Discussion, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will compare/contrast "*Where Do I Fit*" *Activity Shee*t of working conditions completed in grade 4 with grade 5 "Where Do I Fit" *Activity Sheet*. The student will interview

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a worker and complete "*How Times Have Changed" Activity Sheet* regarding how the worker's job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker's future.

Brief Summary of Unit:
Students will complete a second "*Where Do I Fit" Activity Shee*t and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices.

Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have knowledge of their own personal and educational interests and strengths.
Students will have knowledge of the six career paths.
Students will have basic knowledge of various jobs.
Students will know how to conduct an information-gathering interview and record responses in writing.
Vocabulary: Preference, Self-Assessment/Evaluation, Attributes

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Unit #1 Title: Finding My Place In The World

Lesson Title: Where Do I Fit Now? Have I Changed? **Lesson:** 1 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.A.05: Compare interests and strengths with those of workers in the global community.
CD.7.C.05: Describe the contributions of a variety of jobs in the community.

American School Counselor Association National Standard (ASCA):
Career Development:
A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Where Do I Fit? Activity Sheet each student completed in grade 4, plus a new copy for grade 5 (if not used in 4th grade adapt lesson to meet your needs)
Career Paths Mini Poster
Mini Poster *Jobs in the World of Work*

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
The student will identify five workers who match his/her preferences. From the list of five, the student will choose one worker and will identify this worker's contributions to society through his/her work.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a new activity sheet indicating individual preferences. He/she will compare these preferences with those discovered in grade 4, comparing and contrasting the two sets of responses. Using the Career Paths Mini Poster, the student will select a career that matches his/her preferences.

Lesson Preparation

Essential Questions:

Why is it important for things to change in the world?
How have you changed over the years? How were those changes important to you?
What are your personal and educational interests and strengths now?

Engagement (Hook):

Counselor asks: "Have you changed your interests since you were in Kindergarten? How have they changed?" Students will give their ideas of how they have changed. "Thumbs up if you have changed since last year?" Students will give thumbs up if they agree. Counselor explains that students will be doing a self-assessment (*Where Do I Fit*) that they may have done last year which help students discover more information about their own strengths and interests. Students will be able to compare last year's responses with this year's responses, and decide areas in which they have changed. "Remember: there are no wrong answers…only right ones because they are personal to you."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will use responses in the "Hook" to transition into decision-making and self-knowledge. Explain that it is important to know that as we grow, our interests and strengths may change. Having this knowledge helps each person make better	1. Students listen and contribute personal change.

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decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.	
2. Counselor will distribute the new copy of the *Where Do I Fit?* Activity Sheet. Students will be given time to "read-through" the Activity Sheet and to ask questions. They will be instructed to follow the directions by using "Y" "N" "M" to rate each preference when finished. They will be instructed to mark those items that most reflect what they like and can do well with an asterisk (*).	2. Students will complete the worksheet.
3. When finished, students will be given their Activity Sheets from grade 4. They will be instructed to compare the two sets of answers and to highlight changes on the 5th grade version. If a student did not complete the "Where Do I Fit" last year, have them contribute from their memory of last year's preferences.	3. Students will compare their answers on the worksheet to the 4th grade results.
4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – *Jobs in the World of Work*, which has a list of workers. Students will review attributes they marked on the "Where Do I Fit?" Activity Sheets and will compare them to the attributes that they think specific workers might have, using their knowledge of the career paths as a reference. The Career Path Mini Poster will be reviewed with the students.	4. Students will compare their 5th grade responses to the preferences of workers in the Career Paths.
5. Each student will choose a minimum of 5 workers from the list that they identify with most. From the list of 5 they will pick one worker and will briefly discuss this worker's contributions to society through his or her work. Students may do this individually or in small groups (Example: Law Enforcement Officer– keep people safe, save lives, help people follow the laws, rescue people.).	5. Students will identify 5 workers who match their preferences and from the list of 5 choose one worker, and will identify this worker's contributions to society through his or her work.

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6. Ask students to tell one new "thing" learned about him or her and at least one new career that may match their personal attributes and preferences.	6. Students will reflect and give their responses.

Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

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NAME: _____

WHERE DO I FIT?

(Fifth Grade Self Assessment)

Do you ever wonder what you'll do best when you grow up? Do you think about your skills and talents, and wonder which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future.

On this activity sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are meaningful for you. In all honesty, you should have a mixture of answers. Your answers should not be all yes, or all no.

1. Do you like to work with:
   a. _____ tools
   b. _____ animals
   c. _____ science
   d. _____ people
   e. _____ numbers
   f. _____ words
   g. _____ machines
   h. _____ musical instruments
   i. _____ computers
   j. _____ plants

2. Do you like to:
   a. _____ be outdoors
   b. _____ be inside
   c. _____ move around a lot
   d. _____ stay in one place
   e. _____ be with other people
   f. _____ spend time alone
   g. _____ make things/fix things
   h. _____ talk to people

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3. Do you think you would be willing to:
   a. _____ work 10 to 12 hours each day
   b. _____ work very early in the morning
   c. _____ work in the evening or during the night
   d. _____ work on weekends, if necessary
   e. _____ travel and be away from home a lot
   f. _____ get a college education or more career training
   g. _____ continue to learn new things throughout your career

4. Are you physically able to:
   a. _____ climb a ladder
   b. _____ stand on your feet for hours at a time
   c. _____ walk a lot
   d. _____ hear what others are saying
   e. _____ see clearly
   f. _____ use your eyes for close work for hours at a time

5. Could you:
   a. _____ sit in one place for hours at a time
   b. _____ work alone if you had to
   c. _____ work with other people
   d. _____ speak pleasantly regardless of how you feel
   e. _____ be pleasant to someone who is not pleasant to you
   f. _____ do the same thing repeatedly and still be accurate and quick
   g. _____ do many different things in the same day
   h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:
   a. _____ persuade other people to do what you want them to do
   b. _____ keep accurate records
   c. _____ follow written directions
   d. _____ follow oral directions
   e. _____ do a job as instructed
   f. _____ get your work done even if the boss is away
   g. _____ leave your personal problems at home

7. Are you willing to:

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a. _____ be neat, clean, and dressed nicely while you are working
b. _____ be on time for work and regular in your attendance on the job
c. _____ get your hands and clothing dirty
d. _____ wear a uniform
e. _____ work without pay while you are learning how to do your job
f. _____ work at a job that might be dangerous

8. Are you the kind of person who could:
   a. _____ keep doing the same tasks over and over, and still do them well
   b. _____ work with people who are in trouble and need your help
   c. _____ work with people who are sick or injured
   d. _____ make decisions and accept blame if they are wrong decisions
   e. _____ give orders in such a way that others will follow them
   f. _____ think up ideas and new ways of doing things
   g. _____ remain calm in an emergency
   h. _____ meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:
   a. _____ you were in an open place high above the ground
   b. _____ you were in a small closed-in space
   c. _____ there was a lot of noise around you
   d. _____ you were in a place that was smelly
   e. _____ it was very hot
   f. _____ it was very cold
   g. _____ you had to work outside in the rain and snow
   h. _____ you had to work under pressure

Number of "yes" answers: _____
Number of "no" answers: _____
Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path poster and figure out some careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Job List Mini Poster

JOBS IN THE WORLD OF WORK

Review the list of jobs below, and select at least 5 that match your preferences.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Server	Farmer
Attorney	Firefighter
Construction Worker	Chef
Doctor	Meteorologist
Singer	Dancer
Secretary	Carpenter
Computer Programmer	Hairstylist
Veterinarian	Television Announcer
Physical Therapist	Artist
Mechanic	Biologist
Gas Station Attendant	Astronaut

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Unit #1 Title: Finding My Place In The World

Lesson Title: Back In The "Old Days" **Lesson:** 2 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths.
CD.7.C.05: Describe the contributions of a variety of jobs in the community.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Picture of a family sedan from 10 years ago
Picture of a current "hot" car
Activity Sheet *How Times Change*
Activity Sheet *Job Changes in the World of Work* (one for each group)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

As a member of a group, the student will identify one job and the changes, which have occurred in that job over the last ten years.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will report to the group using information from the "*How Times Change Worksheet*" gathered during the interview with a worker.

Lesson Preparation

Essential Questions:

Why do jobs change?

Engagement (Hook):

Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. "Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?" Counselor then shows the picture of the new hot car, and repeats the process.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, explain that in the course of their lifetimes, many things have changed…cars, clothes, computers, music… even jobs. Explain that change can be very beneficial, but we have to be open to change in order to appreciate the good that those changes can bring.	1. Students listen and offer suggestions of things that have seen change.
2. The class is divided into small groups of three or four students. Each group is given a *Job Changes in the World of Work* Activity Sheet. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a *Recorder* to write changes group members think have taken place over the past 10 years or more in each job.	2. Students will divide into small groups, assign group roles (Leaders, Recorder, Reporter) and work together on the activity sheet. The Recorder will write the suggested job changes on the Activity Sheet.
3. When the activity sheet has been completed the counselor asks each group *Reporter* to report group's thoughts about changes that have taken place in the world of work.	3. *Reporters will* share the changes they think have taken place in the world of work.
4. ***Assignment for next class session…*** Each student will be given an interview Activity Sheet *How Times Change*. The counselor will review the worksheet step-by-step, allowing time for questions.	4. Students will ask clarifying questions.
5. Each student uses the form as a guide for interviewing a parent, adult friend or a school staff member. The information (data) gathered during the interview and brings the completed Activity Sheet back to school. If a student is not able to interview a parent or adult friend, the student will ask a school staff member for an interview.	5. The students will take the "How Times Change" sheet and interview an adult before the next class period. They will bring the completed Activity Sheet back to class the next session.
Follow-Up Session (Lesson 3): 6. During the follow-up lesson, the counselor will ask the students to share the information gathered during their interviews.	6. Students will offer information that they gathered in their interviews.
7. In groups, students will develop a graph	7. Students will be encouraged to comment

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representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard. 8. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.	on those changes and their impact on the jobs. Students will organize and analyze data. 8. Students will write a paragraph relating future changes to their own future.

Teacher Follow-Up Activities

Teacher might discuss the many changes in teaching in recent years.

Counselor reflection notes (completed after the lesson)

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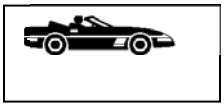
Name _____

How times change!



Name of person interviewed: _____

Place of employment/job: _____

1. **How has your job changed over the past 10 years? How has technology changed your job?**

_____

_____

_____

2. **How have these changes influenced/improved your job?**

_____

_____

_____

3. **How have these changes affected you? Did you need more training? What else happened?**

_____

_____

4. **How do you know when you have done your job well? How does it feel?**

_____

_____

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Job List Change Activity Sheet

JOB CHANGES IN THE WORLD OF WORK

Write a change that has taken place in each job over the past 10 years or more.

Job Name	**Change**	**Job Name**	**Change**
Teacher	_____	Psychologist	_____
Nurse	_____	Nursing Home Worker	_____
Custodian	_____	Banker	_____
Server	_____	Farmer	_____
Attorney	_____	Firefighter	_____
Construction Worker	_____	Chef	_____
Doctor	_____	Meteorologist	_____
Singer	_____	Dancer	_____
Secretary	_____	Carpenter	_____
Computer Programmer	_____	Hairstylist	_____
Veterinarian	_____	Television Announcer	_____
Physical Therapist	_____	Artist	_____
Mechanic	_____	Biologist	_____
		Astronaut	_____

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Unit #1 Title: Finding My Place In The World

Lesson Title: How Times Have Changed **Lesson:** 3 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet *How Times Change (completed in Lesson 2)*
Board, flip chart or other visual media

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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		Problem Solving

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	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will interview one worker, compare the information with others' interviews, and write a paragraph describing his/her findings.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Using the data collected during their worker interviews, the student will work with a group to compile job changes. At conclusion of all group presentations, the student will write a paragraph interpreting their findings in relation to their future.

Lesson Preparation

Essential Questions:
How is change part of life?
Why do you think jobs change?

Engagement (Hook): Remind students of the hook from last session and the job changes list.
This was what was said last session…
Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. "Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?" Counselor then shows the picture of the new hot car, and repeats the process.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Remind students of the assignment from the last class session… "Each student was given an interview Activity Sheet "*How Times Change.*" Each student interviewed a parent, adult friend or a school staff member. Get out your completed interview Activity Sheet from our last lesson." Students who do not have a completed Activity Sheet, will be asked to work with someone who has the completed Activity Sheet.	1. Pair students who returned the completed Activity Sheet with those who do not have a completed Activity Sheet.
2. During this lesson, the counselor will ask	2. Students will offer information that they

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the students to share the information gathered during their interviews.	gathered in their interviews.
3. In groups, students will develop a graph representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.	3. Students will be encouraged to comment on those changes and their impact on the jobs. Students will organize and analyze data.
4. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.	4. Students will write a paragraph relating future changes to their own future.

Teacher Follow-Up Activities

Teacher might remind the students of their discussion after the last guidance lesson when he or she shared the many changes in teaching in recent years. The students who didn't have an opportunity to complete the "How Times Change" sheet will be given one to take home and complete with an adult family member or friend. The student will have the opportunity to share the results with the teacher/counselor when they return the Activity Sheet is returned.

Counselor reflection notes (completed after the lesson)

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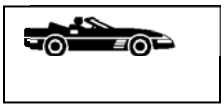
Name _____

How times change!



Name of person interviewed: _____

Place of employment/job: _____

1. **How has your job changed over the past 10 years? How has technology changed in your job?**

_____

_____

_____

2. **How have these changes influenced/improved your job?**

_____

_____

_____

3. **How have these changes affected you? Did you need more training? What else happened?**

_____

_____

4. **How do you know when you have done your job well? How does it feel?**

_____

_____

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COURSE INTRODUCTION:

Career Development
The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals. (CD 7)
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education. (CD 8)
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success. (CD 9)
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Finding My Place in the World Students will complete a second "Where Do I Fit" Activity Sheet and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices. Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.	**SUGGESTED UNIT TIMELINE: 3 Lessons** **CLASS PERIOD (min.): 30-40 minutes each**

ESSENTIAL QUESTIONS:

1. In what ways have jobs changed over the years?
2. How people's interests change as they get older?
3. How do you feel when someone trusts you to do an important job and you have done it well?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least one career that matches his/her interests.		CD.7.A.05: Compare interests and strengths with those of workers in the global community. CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths. CD.7.C.05: Describe the contributions of a variety of jobs in the community.		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 3 DOK Level - 3 DOK Level - 4

2. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.		CD.7.A.05 CD.7.B.05 CD.7.C.05		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD C	DOK Level – 3 DOK Level - 3 DOK Level - 4
3. The student, as a member of a group, will identify five jobs with a least one change over the last ten years.		CD.7.A.05 CD.7.B.05 CD.7.C.05		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD C	DOK Level – 3 DOK Level - 3 DOK Level – 4

ASSESSMENT DESCRIPTIONS*:
The student will compare/contrast *Where Do I Fit Activity Sheet* of working conditions completed in grade 4 with grade 5 *Where Do I Fit Activity Sheet*. The student will interview a worker and complete *How Times Have Changed Activity Sheet* regarding how the worker's job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker's future.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect _____ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Where do I fit now? Have I changed? Lesson 2: Back in the "Old Days" Lesson 3: How Times Have Changed
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Where do I fit now? Have I changed? Lesson 2: Back in the "Old Days" Lesson 3: How Times Have Changed

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,3) _____ Didactic Questions _____ Demonstrations ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	__x___ Problem Solving (Ls. 1,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion ___x__ Writing to Inform (Ls. 2) _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 2) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: Who Am I as a Career? **Grade Level:** 6

Number of Lessons in Unit: 2

Time Required: 2 sessions of 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: "Ideas for Personal Plan of Study/Career Portfolio"
"Career Path Descriptions"
"Career Path Posters" (set of six)
"Occupation Card Sort Answers"

Activity Sheets: "Career Path Group Project Form"
"Occupation Cards"
Tootsie Rolls™ (or similar product)
"Worker Interview" Activity Sheets

Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: "Career Path Descriptions"
Career Path Posters (Set of 6),

Activity Sheets: "Worker Interview"
Career Path Student Surveys
(www.missouricareereducation.org/project/guidelsn/cd2)
Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06: Compare the different types of post-secondary training and education as they

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relate to career choices. (DOK Level – 3) **American School Counselor Association (ASCA) National Standard:** Career Development A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
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. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do the career paths relate to a person's identity?

Unit Measurable Learning Objectives:

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The student will use career and educational information resources to choose one career path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the "Job and Gender Role" survey.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving, Reflective Discussion, Concept Attainment)
_X__ Experiential (Surveys)
_X__ Independent Study (Reports, Assigned Questions, Research Projects)
_X__ Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Brief Summary of Unit:
A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

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Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.
CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
CD.7.C.06: Recognize non-traditional work roles.
CD.8.A.06: Evaluate career and educational information resources.
CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Please note: *This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new "Guidelines for Healthy Snacks" were issued. We retained the use of the Tootsie Roll ™ as an example with the caveat that the presenter review the "Healthy Snack Guidelines" and local school district's implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri's Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
Career Path Posters (Set of 6)
additional Career Path Posters are available through DESE
Occupation Card Sort Answers

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Activity Sheets: Career Path Group Project Form *Occupation Cards* *Worker Interview Form* Tootsie Roll ™ (or similar product)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: 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. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into six career paths.

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Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question/answer, performance activity, etc.
The student will categorize 36 jobs into the 6 career paths.
The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall.	1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?
2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc. Students are given a 5-minute time limit to perform the task.	2. Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, **a recorder** who writes group answers on the project form; a **materials person** who is responsible for bringing materials to and from the group; a **sticky tack or tape person** who is responsible for this item; and a **poster** to post occupation cards on the board/wall. Once the group has made a decision about where each of those jobs fits, the **poster** from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).

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3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)	3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.
4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, "What do you think is in this package?" "How do you know what is inside without seeing the name of the candy?" "Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?" (Arts & Communication)	4. Students will respond to questions as a check for understanding.
5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. "Which career path produces these items?" (Natural Resources)	5. Students will respond to questions as a check for understanding.
6. "Now, imagine that you are working in the Tootsie Roll ™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?" (Industrial & Engineering Technology)	6. Students will respond to questions as a check for understanding.
7. "When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?" (Business, Management, and Technology)	7. Students will respond to questions as a check for understanding.
8. "Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is… (Read from the	8. Students will respond to questions as a check for understanding.

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nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)	
9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)	9. Students will respond to questions as a check for understanding.
10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?	10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.
11. Distribute the *Activity Sheet: Worker Interview* (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner. Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.	11. Students will contribute to list of interviewing skills.
12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the	12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.

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questions as if he or she were working in that work role (encourage outrageous roles). Give students time to review the *Activity Sheet: Worker Interview* from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a "quick-check" of the process. Have partners switch roles and follow the same procedures.	
13. Following students' practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.	13. Students will reflect on process and ask clarifying questions about the procedures and/or process.
14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students' commitment to completing the project. *Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.*	14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.

Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance

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session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

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*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

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*One copy to be posted on the board or wall

ARTS & COMMUNICATION

Creative Path

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BUSINESS, MANAGEMENT & TECHNOLOGY

Business Path

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INDUSTRIAL & ENGINEERING TECHNOLOGY

Fixing and Building Path

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HUMAN SERVICES

Helping Path

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HEALTH SERVICES

Health Path

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NATURAL RESOURCES

Nature Path

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Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	**BUSINESS, MANAGEMENT & TECHNOLOGY**
INDUSTRIAL & ENGINEERING TECHNOLOGY	**HEALTH SERVICES**
HUMAN SERVICES	**NATURAL RESOURCES**

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*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

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Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

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Pest Control Worker	**Zoologist**
Fish Hatchery Worker	**Meteorologist**
Forester/Conservation Scientist	**Farmer**
Actor	**Professional Athlete**
Composer	**Reporter**

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Resource: Occupation Card Sort Answers

Business, Management, and Technology	Arts and Communication	Health Services
Hotel/Motel Clerk	Photographer	Chiropractor
Paralegal	Actor	Dentist
Loan Officer	Composer	Dental Assistant
Computer Programmer	Reporter	Physical Therapy Assistant
Travel Agent	Floral Designer/Florist	Speech Pathologist
Retail Sales Person	Professional Athlete	Nursing Assistant

Industrial and Engineering Technology	Human Services	Natural Resources/ Agriculture
Computer Repair Technician	Lawyer	Fish Hatchery Worker
Printing Press Operator	Firefighter	Meteorologist
Locksmith	Teacher	Zoologist
Welder	Barber	Pest Control Worker
Painter/Paperhanger	Pastor/Priest/Rabbi	Farmer
Architect	Recreation Worker	Forester/Conservation Scientist

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Activity Sheet: Worker Interview

Student Name: _____Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

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Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2) **Lesson:** 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.
CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.
CD.8.B.06: Compare the different types of post-secondary training and education as it relates to career choices.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): **Career Path Descriptions*
**Career Path Posters* (set of six)
*Ideas for Personal Plan of Study/Career Portfolio
Activity Sheets: **Worker Interview Questions* (completed)
Career Path Student Survey
Job and Gender Role Survey
(*Materials introduced in the previous lesson).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students,

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	workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 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 3. Analyze the duties and responsibilities of individuals in societies. 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	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	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 use career and educational information resources to choose one Career Path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the *Job and Gender Role* survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete lesson surveys.
Students will explore and discuss gender roles.

Lesson Preparation

Please Note: *The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios; some districts have adopted portfolio guidelines and do not yet have a system in place; some districts are in the planning stage. We have included some general ideas (see*

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Resource: Ideas for Personal Plans of Study/Career Portfolios); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review information Career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product?	1. Students will participate in the review process.
2. Divide class into small groups to present information gathered during their interviews with workers (see completed *Worker Interview* questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. **(NOTE:** The purpose of this question is to create an awareness of students' unintentional stereotyping of occupations—with the goal of increasing students' awareness of their subtle/hidden biases.)	2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.
3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the *Job and Gender Role Survey* to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning "men only" and "women only" jobs.	3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

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Students will be asked if there are reasons why some careers should not be open to both genders.	
4. Students will be given the *Student Career Path Survey*. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students. *NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.*	4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.
5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys. *NOTE: Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study*	5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories a. Activities of Interest b. Personal Qualities c. Free-time Preferences d. School Subject Preferences Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.

Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

Counselor reflection notes (completed after the lesson)

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Career Path Survey Name _____ Grade _____

*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

Career Path # 1 is _____	Career Path # 2 is _____	Career Path # 3 is _____
Activities That Interest Me o Preparing medicines in a pharmacy o Helping sick people o Working with animals o Helping with sports injuries o Studying anatomy and disease o Performing surgery **Personal Qualities That Describe Me** o Compassionate and caring o Good listener o Good at following directions carefully o Conscientious and careful o Patient **In My Free Time I Would Enjoy** o Volunteering in a hospital o Taking care of pets o Exercising and taking care of myself **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Physical Education **How Many Did I Pick?**	**Activities That Interest Me** o Predicting weather o Predicting or measuring earthquakes o Growing flowers/trees or gardening o Studying rocks and minerals o Raising fish or other animals o Working in a chemistry lab **Personal Qualities That Describe Me** o Helping with problems o Nature lover o Physically active o Problem solver o Observant **In My Free Time I Would Enjoy** o Hiking o Participating in FFA or 4H o Experimenting with a chemistry set **School Subjects/Activities That I Enjoy or Do Well** o Math o Social Studies o Science **How Many Did I Pick?**	**Activities That Interest Me** o Reading or writing stories or articles o Designing and building scenery for plays o Gardening o Taking photographs o Acting in a play or movie o Listening to or playing music **Personal Qualities That Describe Me** o Imaginative o Creative o Outgoing o Using my hands to create things o Performer **In My Free Time I Would Enjoy** o Working on a school newspaper or yearbook o Acting in a play o Painting pictures or drawing **School Subjects/Activities That I Enjoy or Do Well** o Music/Choir/Band o Language o Art **How Many Did I Pick?**
Career Path # 4 is _____	**Career Path # 5 is** _____	**Career Path # 6 is** _____
Activities That Interest Me o Putting things together o Designing buildings o Working on cars or mechanical things	**Activities That Interest Me** o Interviewing people o Using computer programs to do math o Typing letters, forms, banners,	**Activities That Interest Me** o Helping people solve problems o Working with kids o Working with elderly people o Preparing food

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o Using math to solve problems o Gardening o Using tools **Personal Qualities That Describe Me** o Practical o Like using my hands o Logical o Good at following instructions o Observant **In My Free Time I Would Enjoy** o Building stage sets for a school play o Drawing sketches of cars or mechanical things o Working on cars **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Shop **How Many Did I Pick?**	etc. o Keeping records, taking notes at meetings o Working with numbers o Organizing files and paperwork **Personal Qualities That Describe Me** o Practical o Independent o Organized o Like to use machines o Like to be around people **In My Free Time I Would Enjoy** o Being in a speech contest or debate o Using a computer o Volunteering in a local hospital office **School Subjects/Activities That I Enjoy or Do Well** o Speech o Language o Math **How Many Did I Pick?**	o Being involved in politics o Solving a mystery **Personal Qualities That Describe Me** o Friendly o Open o Outgoing o Good at making decisions o Good listener **In My Free Time I Would Enjoy** o Tutoring young children o Helping with a community project o Coaching kids in a sport **School Subjects/Activities That I Enjoy or Do Well** o Language o Social Studies o Speech **How Many Did I Pick?**

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Career Path Student Survey Answer Sheet

Career Path # 1 = Health Services
Career Path # 2 = Natural Resources/Agriculture
Career Path # 3 = Arts & Communication
Career Path # 4 = Industrial and Engineering Technology
Career Path # 5 = Business, Management, and Technology
Career Path # 6 = Human Services

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Jobs and Gender Role Survey

*One copy for each student

Name: _____ Grade: _____

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	Males Only	Both Genders	Females Only
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

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Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

I. Foundation Principles:
   1. The purpose of the portfolio is three-fold:
      a. To serve as a storage/retrieval system for selected student work
      b. To provide students and counselors with a "running record" of students' achievement, their interests, their perceived aptitudes and abilities
      c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
   2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
   3. Your ideas ….

II. Contents
   1. Student's Personal Plan of Study
   2. Assessment Results (Informal and Standardized)
   3. Student's Life Career Goals
   4. Student's Reflections
   5. Your Ideas ….

III. Storage/Retrieval/Access
   1. Student Privacy is of utmost importance
      a. The sensitivity of student-provided content is addressed "before the fact."
      b. Students are able to determine who has access to Portfolio
      c. The district's implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
      d. All access/retrieval policies and guidelines will be "transparent" for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
   2. Storage of Portfolio is the responsibility of the school district
      a. Notebooks?
      b. Electronic?
   3. In the case of some documentation it may be more appropriate for student to maintain information.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Who Am I as a Career? A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do the Career Paths relate to a person's identity?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use career and educational information resources to choose one Career Path, identifying training and education.		CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. CD.7.C.06: Recognize non-traditional work roles. CD.8.A.06: Evaluate career and educational		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2

		information resources. CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.				DOK Level – 3
2. The student will identify males and females in nontraditional work roles by completing the "Job and Gender Role" survey.		CD.7.A.06 CD.7.B.06 CD.7.C.06 CD.8.A.06 CD.8.B.06		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A CD C	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2 DOK Level – 3

ASSESSMENT DESCRIPTIONS*:

Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential _____ Independent study __x___ Interactive Instruction
1 2	See Lessons: Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	**Indirect:** ___x__ Problem Solving (Ls.1) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform ___x__ Concept Formation (Ls.1) ___x__ Concept Mapping _____ Concept Attainment (Ls. 1) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1) ___x__ Assigned Questions (Ls. 1) _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: How Do the Pieces Fit? **Grade Level:** 7

Number of Lessons in Unit: 3

Time Required: Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am…*, *Researching a Career* (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed *Who I Am …* and *Researching a Career* Activity Sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. (DOK – Level 3)

CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes. (DOK – Level 2)

CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society. (DOK – Level 2)

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CD.8.A.07: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	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	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Who am I? What appeals to me?
How are occupations inter-related?
How do people's interests affect career choices?

Unit Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.
The student will research three possible careers and choose one for further investigation.

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The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Concept Mapping)
_X__ Experiential (Surveys)
_X__ Independent Study (Research Projects)
_X__ Interactive Instruction (Discussion, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.
Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Brief Summary of Unit: Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.
When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

Student Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers).
For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

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The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Personal Characteristics

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 1) **Lesson**: 1 of 3

Grade Level: 7

Length of Lesson: one class period

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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:

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete an interest inventory.

Lesson Preparation

Essential Questions: Who am I? What appeals to me?

Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce the interest inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory.	1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.
2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did	2. Post-inventory: Reflect on process and respond to questions

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they "just do it" or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers. (NOTE: It is important that EVERY student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting).	
3. Tell students that the results of the inventory will be used in the next lesson (Unit 1 Lesson 2). When using an online interest inventory, print a copy of each student's results.	3. Students will share closing comments.

Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their career path.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2) **Lesson:** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.
CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.
CD.8.A.07: Utilize career and educational information to explore career paths of interest.
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed career interest inventory (See Lesson 1)
Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic
Activity Sheets: *Who I Am…*, *Researching a Career* (optional)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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.

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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	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose a career of interest to research.

Lesson Preparation

Essential Questions:
How do career interest inventories affect career choices?

Engagement (Hook): Instructor proclaims, “Tomorrow’s the day!”

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Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Say to students: You have to get a job by noon tomorrow!! The magic is … you have the ability get the job of your dreams … a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.	1. Students will identify a job.
2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: • Do your results reflect <u>you</u>? • How do your results fit with the job you identified at the beginning of this lesson? • The person who "takes" an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., "The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.").	2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.
3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again?	3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories …in light of the job they identified earlier in this lesson.
4. Provide instructions for the *Who I Am…* activity sheet and have students complete it by marking an X in the boxes that are like them. ***NOTE:*** *Students may be unfamiliar with the* vocabulary *on this activity sheet. The*	4. Review the *Who I Am…* activity sheet and ask clarifying questions.

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counselor may choose to read the items and offer explanation as questions arise.	
5. <u>Collect the completed activity sheets.</u> Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation.	5. Complete Step 1 of "*Who I Am…* activity sheet; give to counselor after completing.
6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the *Who I Am…* activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into.	6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the *Who I Am…* activity sheet.
7. Help students explore the career information resources available to them – on the internet, in the counselor's office, in the school library.	7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet *Researching a Career* to record information they find during the research they conduct.

Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Researching a Career

Name: _____ Grade: _____

Career: _____

Career path: _____

Average salary/wage: _____ Hours/work days: _____

Describe work and working conditions:

High school courses that will help you prepare for this job:

Education or training needed beyond high school to prepare you for this job:

Adapted from Missouri Guidance The Box, *1998.*

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Activity Sheet: Who I Am …….

Name: _____ Grade: _____

A career I am considering: _____

Career path: _____

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

☐ High salary (over $50,000)	☐ Working in a wet place	☐ Working in a safe place
☐ Middle income ($20,000 to $50,000)	☐ Working in some hazardous surroundings	☐ Working at the same location all day
☐ Low income (under $20,000)	☐ Pleasant working conditions	☐ Working inside
☐ Staying clean	☐ Working outside	☐ Getting dirty
☐ Working in a factory	☐ Working in a rural setting	☐ Working in many areas
☐ Working in a store	☐ Working in an office	☐ Traveling as part of the job
☐ Working in a noisy place	☐ Working with other people	☐ Working in a quiet place
☐ Working in heat	☐ Planning your own work	☐ Working alone
☐ Working in cold	☐ Doing work that provides a chance to be creative	☐ Working in air conditioning
☐ Working in a dry place	☐ Doing the same task each day	☐ Having a high level of responsibility
☐ Following orders	☐ Spending lots of time with your family	☐ Doing different tasks every day
☐ Working a seasonal job	☐ Being your own boss	☐ Having vacation time
☐ Working for someone else	☐ Working short hours	☐ Having flexible hours
☐ Performing mental, rather than physical, tasks	☐ Working a regular 40-hour week	☐ Having respect in the community
☐ Working with details	☐ Working with tools	☐ Performing physical, rather than mental, tasks

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☐ Having good fringe benefits	☐ Manufacturing a product	☐ Performing a service
☐ Working while standing	☐ Working while sitting	☐ Helping people
☐ Doing work that requires a great deal of reading and writing	☐ Competing with others	☐ Working in an expanding career area
☐ Motivating others	☐ Influencing others	☐ Working in a city
☐ Working in the suburbs	☐ Supervising others	☐ Making decisions on the job
☐ Working in a declining career area	☐ No high school diploma or GED required	☐ Social skills required
☐ Listening skills required	☐ Following directions carefully	☐ Trade or technical school required
☐ Working with a chance for advancement	☐ Advanced college degree required	☐ Using writing skills
☐ Using speaking skills	☐ Using reading skills	☐ On-the-job training required
☐ Apprenticeship offered	☐ License required	☐ Memory skills required
☐ Working as a member of a team	☐ Good grooming required	☐ Using science skills
☐ Advanced math skills required	☐ Basic math skills required	☐ Union membership required
☐ Typing skills required	☐ Special skills required	☐ College degree required
☐ Social studies skills required	☐ Good manners required	☐ Working by myself

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box*, 1998.*

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: We Are All Pieces of the Puzzle **Lesson:** 3 of 3

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectation (GLE):
CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed *Who I Am …* and *Researching a Career* activity sheets (see Lesson 2)
Activity Sheet: *Map It Out* concept map (2 copies for each student);
Item(s) purchased locally but produced in another country
A small puzzle

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	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.

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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	Expressing ideas verbally; compare and contrast
	Mathematics	
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six jobs related to a career of interest, using a graphic organizer based on the six career paths.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, portfolio, etc.
Students will be able to use graphic organizers related to careers and career paths.

Lesson Preparation

Essential Questions:
How are occupations inter-related?

Engagement (Hook):
Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

Procedures for Lesson

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Distribute students' completed *Who I Am …* activity sheets. Have them complete the second part of the inventory. With one of the careers they researched in mind, students will mark the items that fit that career with "0".	1. Students will complete the second part of the activity sheet and review the match, asking himself or herself if their preferences would make them a good fit with the occupation they researched.
2. Divide students into task groups. Give each group a *Map It Out* activity sheet.	2. Participate in group discussion while respecting the views of others.

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Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble. Ask the groups to consider related careers. Related careers are those that may not be the specific career goal they had in mind, but would allow students to be professionally involved in the career area desired. With each specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them into the corresponding career path box(es). Encourage the students to come up with as many related jobs in as many career paths as possible. Some jobs may overlap many career paths, while others may not. <u>Example</u>: A specific career may be a news anchor-person. Related careers might include: camera operator, copywriter, free-lance writer, reporter, producer, actor, and sportscaster. Allow 5 minutes for students to complete the activity sheet.	
3. Review the groups' results, soliciting opinions from the rest of the class.	3. When the activity sheet is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group.
4. Present items (products) purchased in the United States but produced in another country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give each group another copy of the *Map It Out* activity sheet to use for this activity, and tell students to place the name of the product in the center and the names of related occupations in the career path boxes surrounding the product.	4. Consider the many people who have work because of this product--in the country of origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion. Students will express different opinions while respecting the opinions of others.

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Allow 5 minutes for students to complete the activity sheet. 5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.	5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.

Teacher Follow-Up Activities

Teacher may want to post *Map It Out* activity sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

Counselor reflection notes (completed after the lesson)

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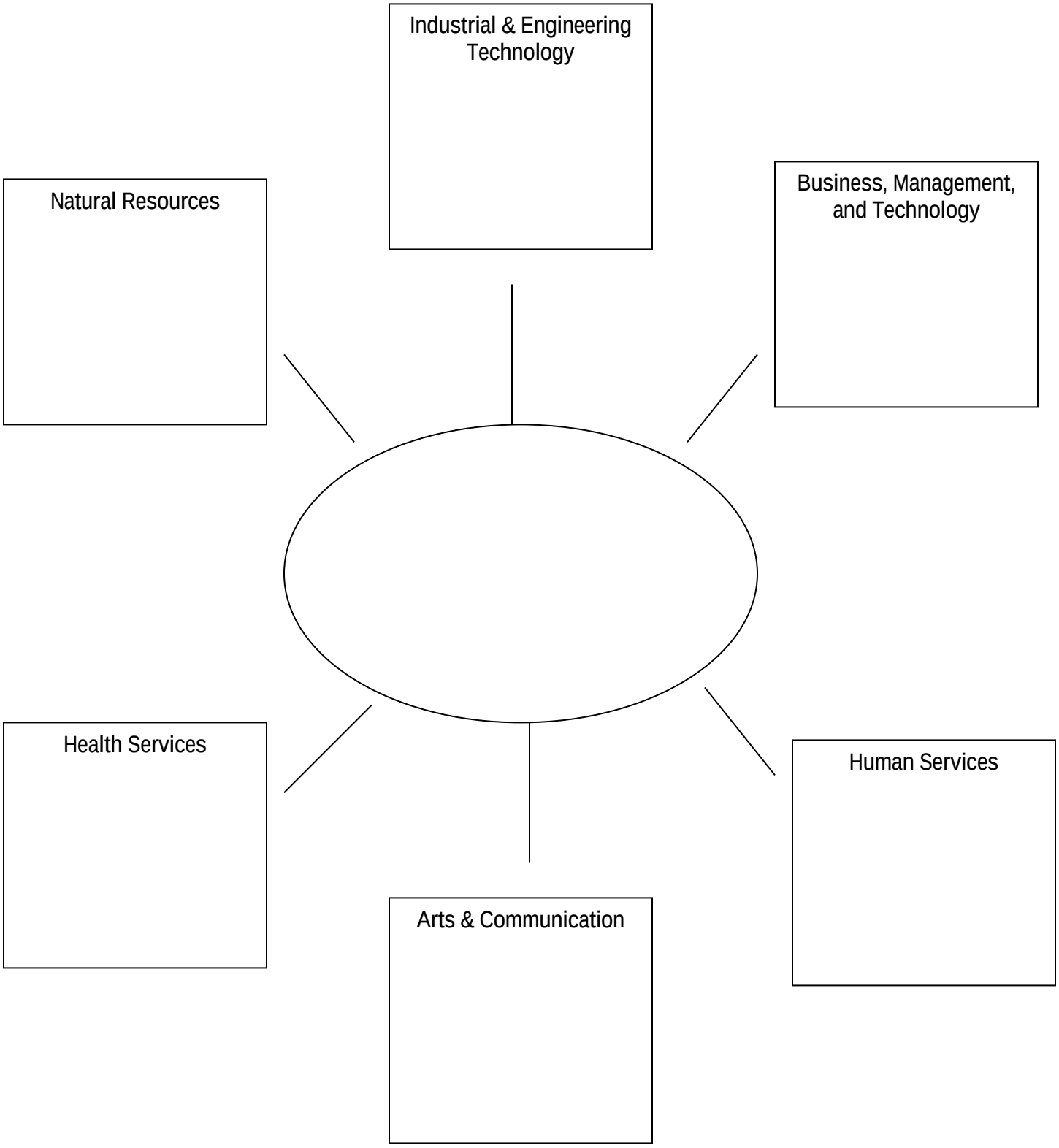
Activity Sheet: Map It Out!



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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: How Do the Pieces Fit? Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path. When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Who am I? What appeals to me?
2. How are occupations inter-related?
3. How do people's interests affect career 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 identify interests and relate that information to career and career paths by completing an interest inventory.		CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK – Level 3 DOK – Level 2

		CD.7.C.07: Recognize the relevance of all work and workers, and their existence in a global society. CD.8.A.07: Utilize career and educational information to explore career paths of interest. CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.				DOK – Level 2 DOK – Level 2 DOK – Level 3
2. The student will research three possible careers and choose one for further investigation.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

				WHST.6-8.9		
3. The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

ASSESSMENT DESCRIPTIONS*:
Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.

Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation ___x__ Concept Mapping (Ls.3) _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 2) _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: How Does Who I Am, Relate to Planning for High School and Beyond? **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-

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Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations: (GLEs)
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08: Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08: Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. (DOK Level – 4)
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used
Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
_X__ Experiential (Narratives)
_X__ Independent Study (Essays, Learning Logs)
_X__ Interactive Instruction (Discussion, Think-Pair-Share, Cooperative 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 identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:
The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:
Work Job Responsibilities of Workers College

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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out **Lesson:** 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.08: Compare personal interests with information about careers and education.
CD.8.B.08: Identify the training and education required for occupations in career paths of interest.
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.
Highway maps or access to Google Maps, MapQuest, etc.
Activity Sheet: *Resource: Portfolio Contents Checklist*
Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the "Mapping It Out" activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:

As you have traveled through your life's journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

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Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, "Today, we are going to plan a trip."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. "When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?"	1. Students will probably express confusion since the counselor has not given them a destination.
2. Choose a destination beforehand that is distant from your students' home town, let students know what that destination is, then begin again with the instructions noted above.	2. Students try to find as many routes as possible to reach the destination in the time allotted.
3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered.	3. Students contribute their ideas.
4. Make the following points through conversation with students. • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices?	4. Students respond to the prompts from the counselor.

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5. "No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?"	5. Students may respond with the following: • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path.
6. "This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor."	6. Students ask questions for clarification.
7. "As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study."	7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.
8. "The first step may be boring for some of us, but we have to do it to prepare for our	8. The resource: *Portfolio Checklist* will guide the organization of the students'

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journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available. "When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio." The resource: "Portfolio Checklist" will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection. Take about 10 minutes to organize the contents of your portfolio.	portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).
9. Distribute *Mapping It Out* activity sheet. "An important part of planning for a trip is thinking about where you've been and where you are now." Explain each section of the activity sheet. Allow time for students to work on through the activity.	9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.
10. "What have you learned today?"	10. Students will respond with their insights.
11. "When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there."	11. Students may have questions that need to be addressed by the counselor.

Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

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Counselor reflection notes (completed after the lesson)

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PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- ☐ Career Path Student Surveys
- ☐ Worker Interview
- ☐ It's All About Me!
- ☐ Ethical Dilemma Scenarios

Grade Level: 7

- ☐ Interview Checklist
- ☐ Who I Am…
- ☐ Researching a Career
- ☐ Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

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Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

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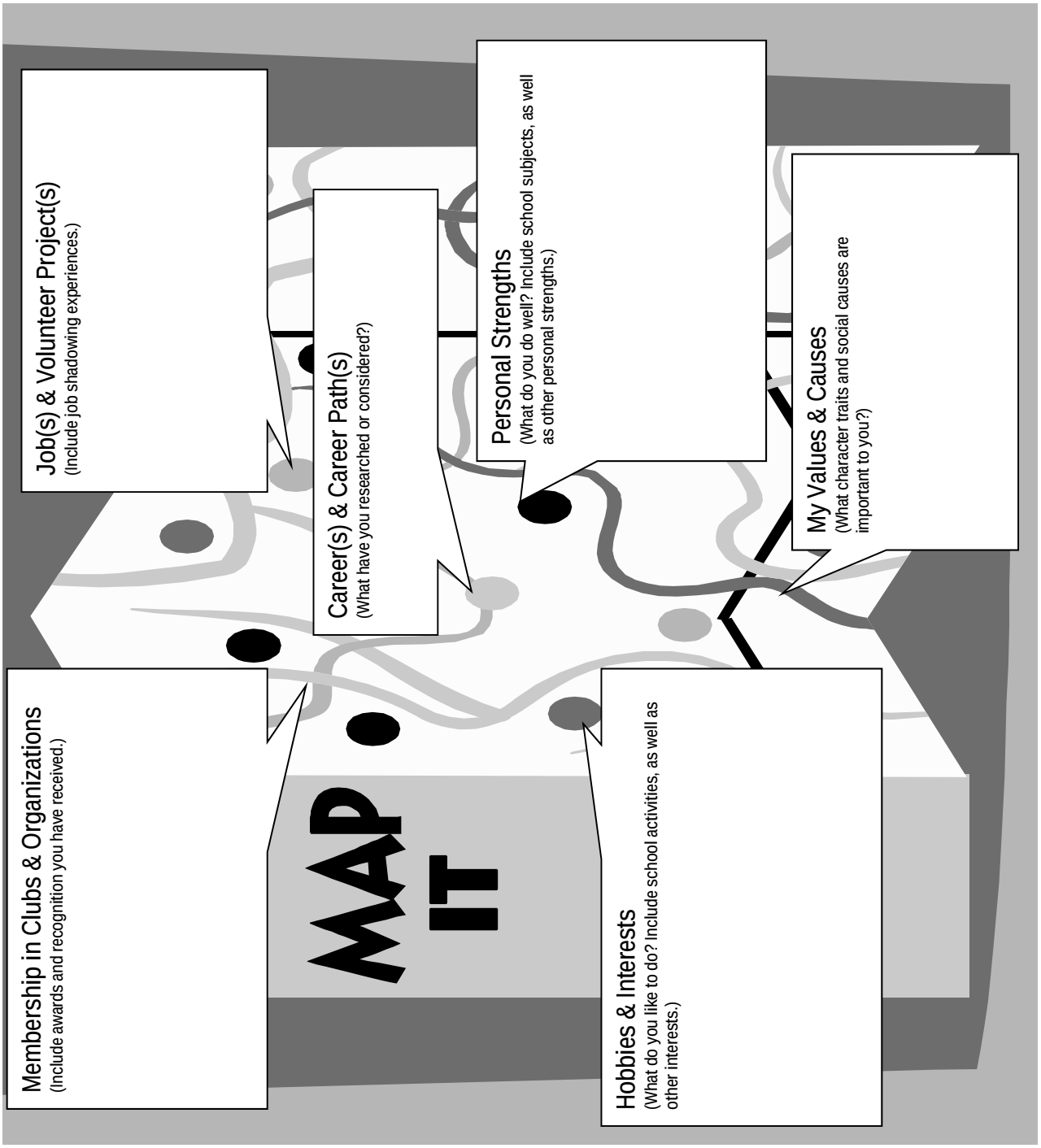
Mapping It—Where You've Been and Where You Are Now
Activity Sheet



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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

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NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
	Communication Arts	
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day's lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

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Lesson Preparation

Essential Questions:
How can I reach my future goals?

Engagement (Hook):
Return with one of the road maps from the previous lesson. "Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to relate hook statements to their own goals and plans. "During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future."	1. Students will volunteer responses that indicate an awareness of the need to establish one's own goals and to develop plans to get to their goals.
2. "First of all, we are going to consider where you've been and where you are now." Using the completed *Resource Checklist* and *Mapping It Out* activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.	2. Students will volunteer one or two concepts they learned and/or discovered about themselves.
3. "Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don't have gas money or you don't plan for the weather, your trip may not go as well as you hoped. Looking at your *Mapping It Out* activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead." While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.	3. Students will review their information and evaluate the area(s) where they may need to improve.

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4. "Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly." Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity. Distribute *Mapping Out Your Personal Plan of Study* activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs. Schools using an online planning service may choose to utilize that service at this point.	4. Students will respond with questions to clarify their understanding.
5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.	5. Students will work individually to complete their high school personal plans of study.

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The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed. *(NOTE: Be prepared for this activity to take two sessions.)* 6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared? Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.	6. Students will review their information with parents/guardians.

Teacher Follow-Up Activities

Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

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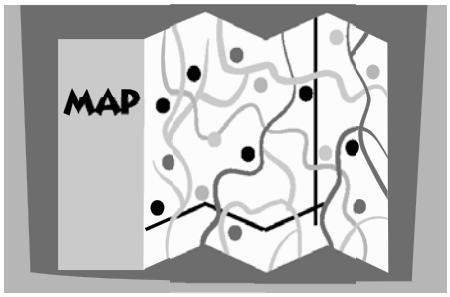
Mapping Out Your Personal Plan of Study



Freshman Year (9th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Junior Year (11th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

_____

Career Path/Career Cluster:

_____

Education/training required:

_____
_____
_____

Sophomore Year (10th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Senior Year (12th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

____ Units of Mathematics
____ Units of Language Arts
____ Units of Social Studies
____ Units of Science
____ Units of P.E.
____ Units of Personal Finance
____ Units of Health Education

District Requirements:

____ _____
____ _____

What are some key school or community-based clubs, organizations, or activities will help you on your way?

_____
_____
_____

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

_____
_____
_____

Who can give you support and encouragement when you get "lost"?

_____
_____
_____
_____

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond? The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 50 minutes each lesson**

ESSENTIAL QUESTIONS:

1. What does a person need to know about him/herself before embarking on career and educational planning?
2. How can a person take control of his/her future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review his/her portfolio and complete the checklist for his/her portfolio.		CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.08: Compare personal		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 3 DOK Level – 3

		interests with information about careers and education. CD.8.B.08: Identify the training and education required for occupations in career paths of interest. CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.				DOK Level – 2 DOK Level – 4 DOK Level – 4
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	___x__ Direct ___x__ Indirect ___x_ Experiential ___x_ Independent study ___x_ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving	**Experiential:** _____ Field Trips	**Independent Study** __x___ Essays (Ls.3)	**Interactive Instruction** _____ Debates

	_____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	_____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1) __x___ Writing to Inform (Ls. 3) __x___ Concept Formation (Ls.2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	__x___ Narratives (Ls.3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals __x___ Learning Logs (Ls.3) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1,3) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning (Ls.2) _____ Jigsaw __x___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Lifelong Learning and Goal Setting **Grade Level**: 9-12

Number of Lessons in Unit: 5 **Time Required for Each Lesson:** 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

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Grade Level Expectations (GLEs):

CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. (DOK Level – 3)

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)

CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK Level – 4)

CD.7.C.11: Identify personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)

CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)

CD.8.B.12: Know and understand the levels of training and education required for life career goals. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production,

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		exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests, strengths, and limitations change over one's lifetime?
Why do people's career choices change?
How does a person share his/her strengths and skills?
What influences what a person wants to do with their life?
Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
The student will apply knowledge of self to develop information to be used for post-secondary applications.
The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Simulations, Surveys)
_X__ Independent Study (Essays)
_X__ Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete his/her Personal Plan of Study.
Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

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How to prepare a *Personal Plan of Study*. High school graduation requirements. Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

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;;Unit 1 Title: Life-long Learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study* and Post HS Requirements **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.
CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study*
A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: "I wish I had known then what I know now" or "If only I had known _____, I would have _____."
Career interest inventory results
List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools an other resources to locate, select and organize information

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	10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will reevaluate, assess (review/rethink), and revise/refine their *Personal Plans of*

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Study, adding information regarding education and training needed for potential career goals as needed.

Lesson Preparation

Essential Questions: How have I changed? **Engagement (Hook):** Open the panel by saying something like: "If I had known then (1957) that I wouldn't be able to buy a Ford Thunderbird on a teacher's salary, I would have saved and invested more money." Invite panel members to share their own "I wish I had known" experiences with the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations, OR they may choose to observe the remainder of the guidance lesson (with students' "permission"). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes); and time for students to review/ rethink/ revise/ refine their individual *Personal Plan of Study*.	
1. Facilitate the panel discussion of community members. Panel members will communicate "things" they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person's narrative).	1. Students will listen and formulate personal questions as the panel members share their "I wish I'd known" reflections.
2. Divide class into small groups. "Assign" a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or misinformation.	2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or misinformation one realizes after being in the chosen profession.
3. Distribute the students' Personal Plan of Study, career interest inventories and results (if available), high school graduation	3. Students will review their *Personal Plan of Study to* remind themselves of the plan they developed in 8th grade.

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requirements (most current Missouri Department of Elementary and Secondary Education and local Board of Education requirements for all students), listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate full-time post-secondary employment.	
4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their *Personal Plans of Study*.	4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.
5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As the counselor reviews revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined *Personal Plan of Study* and return the copy to the student.	5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.

Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Lifelong learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study:* Using the "Occupational Trial Plan"

Grade Level: 10

Lesson: 2 of 5

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet "Occupational Trial Plan" (copy for each student)

Counselor-completed "Occupational Trial Plan" to serve as an example for students' plans (make several copies)

Source: "The Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook,* (Missouri Department of Elementary and Secondary Education, 1980)

Students' *Personal Plan of Study* (initiated in 8th grade and reviewed/revised/refined in subsequent years)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas

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X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the "Occupational Trial Plan" and their individual *Personal Plan of Study*.

Lesson Preparation

Essential Questions:

I've changed my mind about my career plans three (3) times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?
What does the Occupational Trial Plan have to do with my career choice?

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Engagement (Hook):

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank "Occupational Trial Plan" Activity Sheets to students.	1. Following presentation of the counselor's "Occupational Trial Plan, students will create their own plans.
2. Monitor and encourage students' completion of their "Occupational Trial Plans."	2. Students ask clarifying questions as they respond to the questions
3. Divide class into pairs to explain and clarify completed plans.	3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.
4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies.	4. Prior to counselor-review of students' "Occupational Trial Plans", develop questions to be discussed with counselor.
5. After you have had an opportunity to review their plans, return *Personal Plans of Study* to students for inclusion in their "Important Papers" storage system (If your district has not adopted a plan/procedure for students to use to save "Important Papers", encourage students to develop their own).	5. Students will lead the review of their "Occupational Trial Plans" by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store "Occupational Trial Planner

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Teacher Follow-Up Activities

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

Counselor reflection notes (completed after the lesson)

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The Occupational Trial Plan

The "Occupational Trial Plan" will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you'll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view … your responses may be different from those of your friends.)

PART I: ALL THINGS CONSIDERED

Check ( ) when task/activity has been completed **Underline one in each box**

( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
( ) 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
( ) 6. I can tolerate the disadvantages.	Yes No
( ) 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent Good Fair Poor
( ) 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not …willing to leave my home town area.

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PART II: MORE "THINGS" TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

   Cities Rural Areas All Areas

   Offices Manufacturing Plants Other

2. Possibilities for promotion are: ____good _____ fair _____ poor.

3. The earnings I can make in this occupation are: _____satisfactory _____ unsatisfactory for me and the lifestyle I want to live.

4. I have_____ have not_____ discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

6. I have___ have not___ considered the financial requirements of post-secondary preparation for this occupation.

7. I will either meet these financial requirements with my own resources or I will:
   (Check all that apply)
   _____ Apply for financial aid
   _____ Apply for scholarships
   _____ Apply for a student loan from the institution I plan to attend
   _____ Find a job

8. I plan to seek further occupational preparation at one of these institutions:

   Name of Institution Address Area of Study

   a. _____
   _____

   b. _____
   _____

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c. _____

_____

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PART III: ALL THINGS (AND MORE) CONSIDERED:
PRIORITIES FOR THE FUTURE

1. I have discovered that I will be happiest and most successful AT WORK if I ….

2. It will be important that my work is located …

3. Satisfaction during my non-working time, means I ….

4. I will have a sense of stability in my work and non-work life if I …

_____ _____
Signature Date

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Does My Career Fit me? (Venn Diagram) **Lesson:** 3 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.A.11: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

American School Counselor Association (ASCA) National Standard:
Career Development Standard
C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Materials (include activity sheets and/ or supporting resources)

Paper and pencil.
Teacher will need an example Venn Diagram on paper or PowerPoint.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

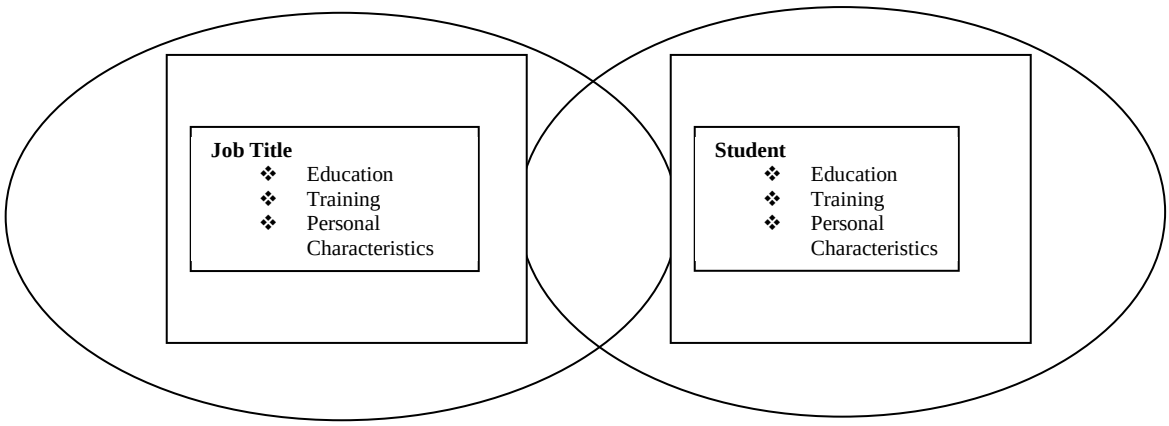
X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in the left-hand section; the education, training and their personal characteristics in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the Venn Diagram.



Lesson Preparation

Essential Questions:

Why is it important that individual characteristics fit with characteristics needed for life career goals?

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Engagement (Hook):

Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on whiteboard via personal example.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor models own Venn diagram.	1. Students observe as instructor models.
2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn diagram.	2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn diagram.
3. Students are instructed to list, in the center section of the Venn diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves.	3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram.
4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work.	

Teacher Follow-Up Activities

Students may need to update *Personal Plans of Study*.

Counselor reflection notes (completed after the lesson)

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Unit #4 Title: Life Long Learning and Goal Setting

Lesson Title: Get Set For College **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level 4)

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

College preparation materials such as ACT "Get Set For College" college planning booklet (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student. (Consider having students download a copy before lesson)

(NOTE: The ACT "Get Set For College" brochure is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will list the six steps to simplify college planning.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.

Lesson Preparation

Essential Questions:
What do I want to do with my life?

Engagement (Hook):
On a map of Missouri, ask students to locate colleges that are of interest to them.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
Note: While this lesson may seem to exclude those who are not going to college – the strategies may	

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be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the message that college is within everyone's reach … if they plan and act!	
1. Instructor passes out "Get Set for College" college planning booklets to each student.	1. Students will engage in reviewing "Get Set for College"
2. Students are guided through the six steps to simplify college planning: a. Know Yourself b. Consider College Characteristics c. List, Compare, Visit Colleges d. Apply for Admissions e. Develop a Plan to Pay for Your Education f. Review and Finalize Your Plans	2. Students work through each step.
3. Students are instructed to identify their NEXT step in college planning and to make a written plan.	3. Students make a future plan.

Teacher Follow-Up Activities

Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the "Get Set for College" college planning booklet.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Post-Secondary Checklist **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.12: Utilize knowledge of the world of work; personal interest; and strengths and limitation to develop short- and long- term post-secondary plans. (DOK Level 4)

CD.8.B. 12: Know and understand the levels of training and education required for life and career goals. (DOK Level 4)

American School Counselor Association (ASCA) National Standard:

Career Development Standard

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Materials (include activity sheets and/ or supporting resources)

Post-Secondary Checklist
pen or pencil

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 8. Explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify the post-secondary options for which they feel ready.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will fill out the checklist, discuss their results, identify at least two post-secondary options, and develop a transition plan for their current choice.

Lesson Preparation

Essential Questions:
How will I know if I am ready to graduate?

Engagement (Hook):
Have the students take a trip down memory lane. Discuss TV shows they have watched, clothes they use to wear, and activities they participated in: elementary school, middle school, and now. Then, have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Have the students discuss life in elementary school and middle school and now and the changes they have made and have seen in others.	1. Students participate in the discussion.

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2. Discuss how transitioning from high school to college or work is very much like previous transitions they have made.	2. Students participate in discussion. (May have each student contribute by passing it to someone else.)
3. Ask students what they think they need to do to made the transition smooth. Hand out the *Am I Ready* checklist.	3. Students fill out the checklist
4. Have students discuss their choices.	4. Discuss with partner.
5. Students will each share their transition plans.	5. Share plans and discuss

Teacher Follow-Up Activities

Students may need to develop a transition plan for their choice. Discuss transition plans with students.

Counselor reflection notes (completed after the lesson)

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Post-Secondary Checklist

Name:_____Date:_____Teacher:_____

AM I READY:

FOR WORK?

____I KNOW I WILL HAVE ALL OF MY CREDIT FOR GRADUATION
____I KNOW HOW TO FILL OUT AN APPLICATION
____I KNOW WHAT EMPLOYERS LOOK FOR
____I HAVE THE SKILLS AND KNOWLEDGE FOR THE JOB I WANT
____I HAVE A WRITTEN RESUME
____I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

____I KNOW I HAVE ALL MY CREDIT FOR GRADUATION
____I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
____I HAVE TALKED TO A RECRUTER
____I UNDERSTAND THE COMMITMENT AND REPONSIBLITY INVOLVED
____I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING

____I KNOW I HAVE ALL THE CREDIT FOR GRADUATION
____I KNOW HOW TO FILL OUT AN APPLICATION
____I KNOW THE REQUIREMENT S TO 'GET IN' TO THE COLLEGE OR

TRAINING
____I HAVE THE REQUIREMENTS TO 'GET IN'
____I KNOW HOW I AM GOING TO PAY FOR THIS
____I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIMPLOMA (IF NEEDED)
____I HAVE DISCUSSED THIS WITH MY PARENTS
____I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
____I KNOW HOW TO REQUEST MY TRANSCRIPT
____I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

_____
_____

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Goal Setting In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.		CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. CD.7.A.10: Revisit current career and educational plan as it relates to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision. CD B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship	DOK Level – 3 DOK Level – 2 DOK Level – 3

		evolving and/or new interests, strengths, and limitations. CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11: Identify the value of personal contributio ns to the world of work as a result of one's career choices.		L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)

	Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2,3,4) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** ___x__ Problem Solving (Ls. 2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** ___x__ Essays (Ls. 4) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing ___x__ Panels (Ls 1) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3,4) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 4) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 2 Title: Navigating Through the World of Work **Grade Level**: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**

Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**

Missouri Connections, **www.missouriconnections.org**

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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Grade 12
Lesson 4: What Do They Do?
Materials/Special Preparation Required:
None

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)
CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)
CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)
CD.8.A.12: Utilize career and educational information in career decision-making. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources

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	8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests and goals fit together?
How do careers differ?
How does a job shadowing experience affect a person's job choice?
How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
The student will complete a job shadowing experience.
The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

_____Direct
__X__ Indirect
__X__Experiential
__X__Independent study
__X__Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
The occupations that are included in each Career Path/Career Cluster and the

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit 2 Title: Navigating the World of Work

Lesson Title: Career Interest Inventory **Lesson:** 1 of 4

Grade Level: 9

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Materials (include activity sheets and/ or supporting resources)

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or solving problems

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X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a career interest survey, identify careers within the Career Cluster of their choice and apply information to individual exploration of the World of Work.

Lesson Preparation

Essential Questions:
How do interests and goals fit together?

Engagement (Hook):
Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 6 Career Paths and 16 Career Clusters).The interest inventory you choose may be a “pencil and paper” version or an on-line version. Hand out	1. Students observe counselor’s information and refers to own career clusters’ sheet

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selected interest inventory and explain directions OR direct students to online inventory.	
2. Counselor observes and helps students complete inventories.	2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.
3. Help students score and find careers that match their interests.	3. Score and find career/interest matches.
4. Have students share results with a partner. (Be sure to consider students' privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.)	4. Students work with a partner and share their results with each other (as appropriate).
5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class.	5. Students will take turns sharing their partner's choices.

Teacher Follow-Up Activities

Have students write a paper on how their personal interests compare to their career choice.

Counselor reflection notes (completed after the lesson)

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Career Paths

Working Together in Our Community

Business, Management, & Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting*, personnel, economics, and management.*

Arts & Communications

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Industrial & Engineering Technology

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

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THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

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Unit #2 Title: Navigating the World of Work

Lesson Title: Investigating Career Resources **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Listing of Career Paths/Career Clusters posters or handouts
Activity Sheet: Outlook for Jobs in the Future
Computer for each student or paper & pencil
The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**
Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**
On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**
Missouri Connections, **www.missouriconnections.org**
Any other career resource
Career Path Mini Poster

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose one career from 3 of the 16 Career Clusters. They will identify and submit a written report, which addresses educational requirements, average salary, and job outlook for each job.

Lesson Preparation

Essential Question:
How do careers differ?

Engagement (Hook):
Did you know … with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/ Instructional Activities:**
1. Counselor will give students handouts with with Career Paths and Career Clusters and the Activity Sheet: "Outlook for Jobs in the Future". Students will be instructed to select three jobs from the Career Clusters.	1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters.
2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.	2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.
3. Counselor monitors students' progress.	3. Students complete form and ask clarifying questions.

Teacher Follow-Up Activities

Students select one job and interview a person employed in that job. They could then write a paper entitled, "A Day in the Life of……."

Counselor reflection notes (completed after the lesson)

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Career Paths
Working Together in Our Community

Business, Management, & Technology
Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Arts & Communications
Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.

Natural Resources/Agriculture
Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Industrial & Engineering Technology
Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Human Services
Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

Health Services
Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

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THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

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OUTLOOK FOR JOBS IN THE FUTURE

Career Path Career Clusters	Job	Salary	Education	Outlook	Resource Used
Arts & Communication ---------- Arts, A/V Technology and Communications					
Natural Resources Agriculture ---------- Agriculture, Food and Natural Resources					
Business, Management & Technology ---------- Information Technology Finance Marketing Business Management and Administration					
Industrial & Engineering Technology ---------- Science, Technology, Engineering and Mathematics Architecture and Construction Manufacturing Transportation, Distribution and Logistics					
Health Services ---------- Health Science					
Human Services ---------- Human Services Hospitality and Tourism Government and Public Administration Law, Public Safety, Corrections and Security Education and Training					

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Missouri Connections:	**www.missouriconnections.org**
Occupational Outlook Handbook:	**www.bls.gov/oco**
Dictionary of Occupational Titles:	**www.occupationalinfo.org**
ONET:	**www.onetcenter.org**
Other:	**www.careerclusters.org**

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Unit #2 Title: Navigating the World of Work

Lesson Title: Job Shadowing **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.
CD.8.A.11: Synthesize information gathered from a variety of sources.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job shadowing worksheets
Phone contact form
Teacher consent form
Description and checklist
Workplace tips
Thank you letter
Consent participant form
Orientation form
Questions form
Reflection form
Supervision form
List of local businesses and organizations (prepared by counselor)
Counselor Information Sheet for Job Shadowing

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom

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	6. Apply communications techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
X	Social Studies	6. Relationship of individual and groups and institutions of cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a job shadowing experience.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete forms necessary to participate in job shadowing, compete a job shadowing experience and develop a reflection/projection narrative about the implications of job-shadowing experience for the future.

Lesson Preparation

Essential Questions:
How does a job shadowing experience affect a person's job choice?

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Engagement (Hook):
Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.

Procedures

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
Note: This strategy is labor-intensive for counselors. The materials that accompany this lesson will help you organize for the adventure.	
1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing.	1. Students will learn what it means to job shadow.
2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs.	2. Students respond to the counselor's questions.
3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms	3. Students will complete necessary forms and start search for job shadowing placement.

Teacher Follow-Up Activities

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

Counselor reflection notes (completed after the lesson)

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Counselor Information Sheet for Job Shadowing

Goal:
The goal is to have the student experience the world of work through job shadowing.

Role:
The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

Students will:

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
    a. Parental Consent to Participate Form
    b. Transportation Form
    c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience "real life" work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. "What do you like about your job? What kind of skills or training do I need?")

Standards and Criteria for Success:
As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

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Job Shadowing Choices Checklist

Future Job Interests	Local Businesses	Telephone Numbers
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.

2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with _____

Date: _____

Times: _____

3. Be sure all necessary consent forms are completed:

   a. Parent/Guardian Consent Form
   b. Classroom Teacher Permission Form
   c. Transportation Consent/Agreement

4. Review the Workplace Tips Sheet

4. Go on your job shadow

   a. Use List of Prepared Questions
   b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.

6. Write a thank you note to business (sample letter attached)

7. Fill out the Job Shadowing Reflection Form

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Job Shadowing Parent/Guardian Consent Form

Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.

PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, _____, may participate in Job Shadowing.

This Job Shadowing will take place at: _____

on _____.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name:_____Phone:_____

Address:_____City:_____Zip:_____

Parent/Guardian:_____

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

_____ YES _____ NO

If "yes" please explain:

Have you signed a transportation agreement form? _____ YES _____ NO

_____ _____

Signature of Parent/Guardian Date

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Job Shadowing Classroom Teacher Permission Form

The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.

Student: _____ Grade: _____

Job Shadow Experience

Date: _____ Time:_____

Place:_____

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 _____

Period/Block 2 _____

Period/Block 3 _____

Period/Block 4 _____

Period/Block 5 _____

Period/Block 6 _____

Period/Block 7 _____

Block 8 _____

_____ _____
Counselor/Coordinator Signature Date

_____ _____
Parent/Guardian Signature Date

Office given notice of absence? _____ YES _____ NO Date: _____

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Job Shadow Transportation Agreement

I give permission for my child, _____,

to drive a vehicle to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

_____ _____
Parent/Guardian Signature Date

* *

I give permission for my child, _____,

to ride in a vehicle driven by _____
(Person Driving)
to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

_____ _____
Parent/Guardian Signature Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number and each extension.)

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Workplace Tips

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

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Prepared List of Questions for Job Shadowing Experience

- How long have you worked here?

- What are your responsibilities?

- What basic skills and knowledge does he or she use?
  Reading
  Listening
  Applying mathematics
  Listening
  Speaking

- What technical skills are necessary to perform this job well, and how are they used?
  Using computers
  Operating office machines
  Repairing equipment

- Which of the following problem-solving skills are needed, and how are they applied?
  Organizing and planning
  Interpreting and communicating information
  Thinking creatively
  Making decisions
  Analyzing problems

- What interpersonal (or "people") skills are needed, and how are they used?
  Serving customers
  Participating as a team member
  Teaching
  Leading
  Resolving conflict
  Working with cultural diversity

- What type of schooling is required for this job?

- What new skills have been learned since then?

- How might this job change in the next five years? The next ten?

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- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

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Writing A Thank You Letter

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name
Your Workplace Host's Department
Street Address
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,
Sign Your Name

Print your name below your signature

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Job Shadowing Reflection Form

Name _____

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

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Job Shadow Supervisor Reflection

Name of Career/Occupation _____

Company/Business/Industry You Represent _____

Name of Participating Student _____

Was the student properly prepared for the visit? _____Yes _____No

Was the student's behavior appropriate? _____Yes _____No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?
____Yes ____No

Additional comments?

Signature of Job Shadow Supervisor_____

Please return to:
Counselor and/or Coordinator's Name
Name of High School
Address of High School
City, State & zip code

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Unit 2 Title: Navigating the World of Work

Lesson Title: What Do They Do? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: (2) 55-70 minutes (Give time to set up and conduct interview)

Missouri Comprehensive Guidance and Counseling Big Ideas:
CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.
CD.8.A.12: Utilize career and educational information in career decision-making.

American School Counselor Association National Standard (ASCA):
Career Development
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparation Required:
None

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) **Specific Skill(s)**

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X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write an essay from the information gathered through an interview with a person who has a career that is of interest to the student.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After interviewing a person who has a career that is of interest to the student, he or she will write an essay on the information gathered.

Lesson Preparation

Essential Question:

How does one obtain the job they want?

Engagement (Hook):

Do a mock interview with a community volunteer in class. Ask this person how they got their job, what education and or training did they need, what special skills did they need, some other needs for the job, benefits, salary, undesirable aspects of the job, and what made them interested in the job

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Procedures

Counselor Procedures:	**Student Involvement:**
1. After the mock interview, counselor instructs students to brainstorm things they would like to ask someone who has the career they want.	1. Students will brainstorm things they would like to ask someone who has the career they want. Each student will write one thing on the board. All students will copy the brainstormed list to use as a guide to develop their interview questions.
2. Counselor instructs students to interview a person who has the career they would like, leading a discussion on how to approach them for an interview.	2. Students will interview a person of their choice and gather information to bring to class on a specific date to write their essay.
Part 2, Lesson 1 3. Counselor monitors students' progress.	**Part 2, Lesson 1** 3. Students write an essay based on this interview called "A Day in the Life of a /an_____"

Teacher Follow-Up Activities

Students could share their essays with students in younger grade level.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Navigating Through the World of Work This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person's job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		to new career and educational opportunities as the world of work and technology changes. CD.8.A.12: Utilize career and educational information in career decision-making.				DOK Level 4
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the High School Career Development Strand is the "The Ultimate Career Development Experience for Seniors" (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning ___x__ Inquiry (Ls. 3) _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x__ Field Observations (Ls. 3) _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __x____ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ____x__ Interviewing (Ls. 4)

					_____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 3 Title: Respecting All Work **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9
Lesson #1: How I Relate to Others
Materials/Special Preparations Required:
Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.
Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10
Lesson #2: Past, Present, Future (biography of your future)
Materials/Special Preparations Required:
Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11
Lesson #3: Peer Review of My School and Community Activities
Materials/Special Preparations Required:
Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12
Lesson #4: Who Does What?
Materials/Special Preparations Required
Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

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Grade Level Expectations (GLEs):

CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (DOK Level – 4)

CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)

CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA)National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.
The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Concept of the manner in which they relate to others
Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).
An understanding of the term "global society"
Computer skills for research and composition of presentation.

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Unit 3 Title: Respect for All Work

Lesson Title: How I Relate to Others **Lesson** 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work**.**

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities.
Source: The "How I Relate to Others" self-assessment inventory is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3.Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating informal and informal presentations and discussions of issues and ideas
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will work in pairs or small groups to analyze and discuss the results of their "How I Relate to Others" Activity Sheet.

Lesson Preparation

Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How can I measure whether or not I have the necessary skills?

Engagement (Hook):

Before starting the activities of this lesson make the statement: "Ask not what your country can do for you, but what you can do for your country." Then ask "What does President Kennedy's 1961 statement have to do with you, your choice of activities now, and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our inter-connectedness, and our responsibilities to ourselves, each other and our global society. Keep JFK's words in your mind as you consider your career choices and opportunities."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.	1. Students will participate in role-play or participate as observers.

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2. Counselor will distribute the "How I Relate to Others" Activity Sheet. Introduce the Activity Sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the Activity Sheet and ask students to complete the activity.	2. Students will complete the "How I Relate to Others" Activity Sheet.
3. When students have completed the Activity Sheet, the counselor will facilitate a discussion of the activity sheet and students' responses with the group. One of the "prompts" might be: "What do you have to do differently in order to work more effectively with others?	3. Students participate in discussion by talking about specific and/or general items.
4. You may want to collect the activity sheets and save the results for students to review as a part of the 11th grade unit 3 lesson: "Peer Review of My School and Community Activities." (This is another instance when a "storage system" for students' work will be useful!)	4. Students turn in their activity sheets.

Teacher Follow-Up Activities

Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.

Counselor reflection notes (completed after the lesson)

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How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps for using this form are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities which you will work to improve at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being “left out”			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

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Morale-Building Skills	Doing all right	Need to do it more	Need to do it less
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

Emotional Expressiveness	Doing all right	Need to do it more	Need to do it less
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

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Unit 3 Title: Respect for All Work

Lesson Title: Past, Present, and Future **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information an ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The students will recognize the inter-connectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.
The student will be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:

How do people decide what to do with their lives?

Engagement (Hook):

Counselor presents an example of her or his "backward" timeline: Thirty years ago I was _____ years old. I lived in _____. Complete "backward timeline" with examples for each of the areas (see Timeline Activity Sheet).

Procedures

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
1. Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet.	1. Students will observe the counselor's examples.
2. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future.	3. Students observe counselor modeling the biography.

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4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the "My Projected Autobiography" Activity Sheet.
5. Counselor will have students consider and include in autobiography, how his/her life-long goals are inter-connected to other people, work, workers, and the well-being of our planet.	5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.
6. When "My Projected Autobiography" is completed, students will write a single paragraph summary: "Aha! If I want to ____, I will have to _____! Students will save timelines, autobiographies and "Aha Statements" for use during the senior culminating project.	6. Students will "file" completed Activity Sheets and "Aha Statements" to use during their senior culminating project.

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

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Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

PROJECTED CHANGES

Name: _____ Date: _____

Thirty years from now, I will be _____ years old.

I will be living in _____.

Technology	Environment	Economy	World Politics	Health Care

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My Projected Auto-Biography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community, and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go, and identify possible pitfalls and stumbling blocks that might prevent you from getting there – and what you will do to "work around/over/under" the pitfalls/stumbling blocks.

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Unit #3 Title: Respect for All Work

Lesson Title: Peer Review of My School and Community Activities **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will list three activities he/she is involved in that make positive contributions to a global society.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a list of community and school activities.

Lesson Preparation

Essential Question:

How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?

Engagement (Hook):

Show video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students to write a list of their community and school **activities** (beyond "membership" in organizations) from the 9th grade until now. (Note: emphasis is on the "act" in ACTivities. Activities do not have to be limited to "organized activities" (e.g., car washes and bake sales); they can also include individual efforts. The concept of social responsibility is embedded in this strategy.	1. Students write a list of their community and school activities.
2. When students have completed their lists of activities, they will write a statement of the	2. Students will write a statement of the basic concept of their life long goals

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basic concept of their life long goals/ life mission.	(life mission).
3. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other's lists. Taking turns, students will review his or her partner's list of activities and goals and give feedback regarding how the activities relate to the partner's life goals.	3. Peer partner listens to feedback and recommends/suggests changes in his or her partner's activities. The other student receives the feedback and determines the changes that need to be made.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

Teacher Follow-Up Activities

Students write a one page paper on how volunteer activities relate to life long goals.

Counselor reflection notes (completed after the lesson)

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Unit 4 Title: Respect for All Work

Lesson Title: Who Does What? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CG7 Applying career exploration and planning skills in the achievement of life career goals.

Grade Level Expectation (GLE):
CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals**.**

Materials (include activity sheets and/ or supporting resources)

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

10 Steps to Creating a Personal Career Plan - Worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
What careers are important in maintaining a global society?

Engagement (Hook):
Go through the 4 areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Instructor Procedures:	
1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type.	1. Students will read page 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.)
2. Counselor may record each student's type while students read about their type.	2. Students will read about their particular type/temperament. (Pages 32-64)
3. Counselor will lead a discussion on types, using the plotted types on the board.	3. Students will declare their types/temperaments.
4. Counselor will review the material in chapter 6 that will explain the behavior of each type.	4. Students will listen and read along.
5. Counselor will instruct students on how to fill out the "10 Steps to Creating a Personal Career Plan" worksheet.	5. Students fill out worksheet and return to counselor.
6. Counselor will make copies of worksheets and return originals to students.	6. Students will be able to sign up for a small group of their type to discuss career options if interested.
7. Conduct a discussion on how all personality types and careers are valuable in a global society.	7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students' personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the student's portfolio and return originals to the student for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

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10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____ **Your Type : _____**

Step 1-Varifying Type-List 2 Key words phrases that are true about you and give an example of why. List one blind spot true about you and why. (Chapter 3)

Truth: _____ Example: _____
Truth: _____ Example: _____
Blind Spot: _____ Example: _____

Step 2-Go to your Type Chapter and look at the work related (WR) strengths and weaknesses. Choose 2 (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____
WR Strength: _____ Example: _____
WR Weakness: _____ Example: _____
WR Weakness: _____ Example: _____

Step 3-Review your type's Important Criteria for Career Satisfaction then choose the top 5 for you from this list and write them below in rank order from most important as 1 to least 5.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 4-Using your current job or a past job you enjoyed write a situation, on the lines below, of how one of your top 5 (in Step 3) Satisfiers was met.

Situation: _____
_____
_____
_____
_____

Step 5-What interests you? Think about your strongest interests like hiking, running, writing or more general interests such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

_____ _____ _____
_____ _____ _____

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Step 6-Skills-Review the skills listed on page 355. Pick you top 3 skills and give examples of why you think so.

Skill _____ **Example**_____
Skill _____ **Example**_____
Skill _____ **Example**_____

Step7-Careers to Consider-Refer to the Popular Occupations section of your type then list any career that interests you (even if they're not on the list). List at least 5. Briefly note what appeals to you about each.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 8-Evaluating Your Career Options-Analyze each career above asking yourself the following questions:

How well does it make use of my best skills and abilities?
How well does it make use of my work related strengths? (Step 2)
How well does it meet my top 3 criteria for career satisfaction? (Step 3)

Record your observations below:

_____
_____
_____
_____

Step 9-Research Your Potential Career-Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

_____**?**
_____**?**

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use Internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10-Develop a Customized Job Search Plan-Using the Internet, take this information about your type and find out more about the careers that interest you. (Pages 358-359 give examples of how to get started).
Research Career Options, Learn About Specific Companies, Locate Job Opportunities, Identify Educational Training, Network, Prepare and Post Resume……(You have a good start. Step 10 is on your own!)

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E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth

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I

Introverts

Are energized by spending time alone

Avoid being the center of attention

Thinks things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

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S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

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N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

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T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

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F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

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J

Judgers

Are happiest after decisions have been made

Have a “work ethic”: work first play later (if there is time)

Set goal and work toward achieving them on time

Prefer knowing what they are getting into

Product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

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P

Perceivers

Happiest leaving their options open

Have play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Respecting All Work Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. CD.7.C.11:		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.				W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:
Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___x__Concept Formation(Ls.1,2,3) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x___ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing Ls. 1 _____ Panels _____ Brainstorming ___x__ Peer Partner Learning (Ls. 3) ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 3) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2,3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: What Do Adults Do When They Go to Work? **Grade Level:** K

Number of lessons in the Unit: 3

Time Required: 90 minutes total (30 minutes for each lesson)

Lesson Titles:

Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1)
- Materials/Special Preparations Required:
  - Counselor Materials
    - Oversized magnifying glass (paper or real)
    - *Tool Box: A Collection of Tools that Workers Use*

Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2)
- Materials/Special Preparations Required:
  - Student Materials
    - *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet*
    - *Magnifying Glass Activity Sheet*, classroom quantities
    - Markers/crayons
  - Counselor Materials
    - Oversized magnifying glass (paper or real)
    - *Tool Box: A Collection of Tools that Workers Use*

Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
- Materials/Special Preparations Required:
  - Completed parent interview and *Magnifying Glass Activity Sheets*
    - (These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)
  - Oversized magnifying glass (paper or real)

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How To Obtain Information About The World of Work And Post-Secondary Training/Education

Grade Level Expectation (GLEs):

CD.8.A.0K: Identify roles and responsibilities of family members in the world of work. (DOK Level - 2)

CD.8.B.0K: Identify the skills family members use in their work. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions

What is work?

Unit Measurable Learning Objectives

The student will identify three roles and responsibilities of a family member's job.
The student will identify three skills a family member uses in his/her job.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
____ Indirect
____ Experiential
____ Independent Study
_X_ Interactive Instruction (Discussion, Problem-Solving, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will draw pictures of family members or other adults at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

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Brief Summary of Unit:
An important feature of this unit is the investigation of the world of work. Students will explore the work done by family members or other adults. Students will learn about roles, responsibilities, and skills during the lessons for the unit.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have some knowledge of what family members or other adults do at work.
Vocabulary:
Work, Workers

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 1) **Lesson #** 1 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.A.0K: Identify role and responsibilities of family members in the world of work.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member's job.

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 demonstrate knowledge of specific roles and responsibilities for various jobs. Assessment will be through the activities that accompany the "Tool Box" discussion.

Lesson Preparation

Essential Questions: (addressed during lesson)
What is work?
What is a role?
What is a responsibility?

Engagement (Hook): Have or make an oversized magnifying glass. Tell the students that you are investigating the work people do. Ask the students to help you in the investigation.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Walk around classroom using oversized magnifying glass to get a closer look at various people and things in the room – act like a detective … without talking directly to students – Make comments like "hmm," "This is interesting," "I can use this as evidence." As you're walking around, gather "evidence" of a teacher's work role and responsibilities.	1. Students will demonstrate their engagement by following with their eyes.
2. Explain to students that they will help you investigate what people do while they are working. Ask 3-4 students to tell the class their definition of "investigate," "work" and "workers."	2. Students will contribute to the discussion by \volunteering definitions of "investigate" and "work" and workers.
3. Reveal the tool box. Pull out one or two tools; ask individual students to help you by holding the tools. As you take the tools out of the box, continue your investigator role	3. Students volunteer to hold tools and will respond with the name of the job or worker.

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with comments such as "Hmm…I wonder who would use this tool at work?" or "Who will demonstrate how a worker uses this tool? What skills does someone need to use this tool at work? Does anyone have a family member who uses this tool at work?" Follow the same procedure with 3 or 4 more tools (depending upon students' attention span).	
4. As you close the lesson for this day, ask students to tell one thing they have discovered about workers. Ask students to help you learn more about what people do at work by observing workers wherever they go. "During our next lesson together, we will talk about your observations and you will get to see more of the tools in the tool box	4. Students will volunteer to respond.

Teacher Follow-Up Activities

Encourage teachers to use vocabulary of work and roles and responsibility throughout the day and in other lessons.

Counselor reflection notes (completed after the lesson)

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Counselor Resource
Tool Box: A Collection of Tools Workers Use
Examples of Tools to Include in Tool Box

Please note that this list is not all-inclusive and one tool may work with a variety of jobs. Use toy tools and/or pictures as well as real tools in order to get broad representation of workers.

A reminder: The terms "tool" "job title" "role" "responsibility" may be unfamiliar to kindergarten students, e.g., their prior knowledge may associate the word "role" with something they eat (roll) or do (roll around on the floor); they may not have prior experience with the word "role" in relationship to what adults do on their job.

Tool	**Job Title**	**Role**	**Responsibility**
Hammer	Carpenter	Builds/Repair Houses	Follow plans/directions from homeowner.
Wrench	Mechanic	Repair Vehicles	Repair what the owner asks.
Paintbrush	Painter (or Artist)	Paint Rooms/Houses	Change color to satisfy the owner.
Pencil	Writer	Write Books	Meet deadlines
Hair Dryer	Beautician	Fix People's Hair	Talk with people about what they want done with their hair.
Bowl and Spoon	Chef	Cook Meals	Follow recipe
Stethoscope	Doctor	Help people who are sick	Listen to patient.
Ruler	Architect	Design buildings	Make sure the building is safe.
Books	Librarian	Provide information and resources.	Help people find books.
Telephone	Receptionist	Answer questions	Provide accurate information.
Calculator	Banker/Teller	Manage accounts	Accurately count money
Needle and Thread	Seamstress	Construct/Repair garments	Create or repair clothing to meet the interests of people.
Tractor	Farmer	Plant/Grow Crops	Take care of the crops/soil.

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 2) **Lesson** 2 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.A.0K: Identify roles and responsibilities of family members in the world of work.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Student Materials: *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet; Magnifying Glass Activity Sheet*, classroom quantities; markers/crayons
Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member's job.

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's understanding of roles and responsibilities of the various jobs will be assessed through completion of a drawing of a parent or other adult at work

Lesson Preparation

Essential Questions: (addressed during lesson)
What is work?
What is a role?
What is a responsibility?
Engagement (Hook): Come to class with the oversized magnifying glass, pretending to look at things and people through the glass.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
See Counselor Resource, *Tool Box: A Collection of Tools that Workers Use*.	
1. Say: "The last time I was here, we talked about why I have this big magnifying glass. Who's willing to remind everyone about why I need your help? What help do I need?"	1. Students will volunteer to answer questions.
2. Continue with – "A responsibility I gave you was to observe workers everywhere you went. What workers did you observe?"	2. Students will contribute to the discussion by naming workers they saw.
3. Re-introduce the tool box by asking students to remember one tool that was in the tool box.	3. Students tell the class one tool they remember.
4. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker	4. Students will contribute to the discussion by naming the tool and a worker who would use the tool.

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uses the tool. Example: "Who uses a hammer as a tool at work?"	
5. Ask: What jobs do you do to help at home?" "The ways you help at home are your work and the jobs you do are your responsibilities. All workers have roles and responsibilities."	5. Students will contribute to the discussion by identifying responsibilities they have at home
6. "Can someone tell me what an interview is? An interviewer is someone who asks questions and records the responses. An investigator uses the skill of interviewing. Before our next guidance lesson, you will have a chance to be an investigator and interview a parent or another adult. You will be asking adult questions about his or her work." Provide opportunity for students to practice interviewing with a partner. Give each student a copy of the *Parent Letter* and the *Magnifying Glass Activity Sheet.* Tell students that the letter is for their parents and the magnifying glass will be used to "record" their investigation.	6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview.
7. Explain to students that, after their interview with an adult, they will use the *Magnifying Glass Activity Sheet* to record (draw) one adult doing his or her job. (The activity aheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson).	7. Students will ask clarifying questions and will summarize what they are to do at home.
8. End session by commenting on investigator characteristics and commend the class on being good investigators of people at work.	8. Students take home the *Parent Letter* and *Magnifying Glass Activity Sheets*.

Teacher Follow-Up Activities

Classroom teachers will be encouraged to follow through on lesson by using the vocabulary words: role, responsibility, skills, tools, investigate, work, workers as a part of other class activities. Encourage students to ask workers about their work.

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Counselor reflection notes (completed after the lesson)

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PARENT /FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES:
Cover Letter

Dear Parent/Guardian of a Kindergarten Student:

Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by _____.

Thank you in advance for your help in this project.

My _____ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a _____(insert job name). At this job, he/she

_____

_____

_____

(Insert brief description of role and responsibility family member has in his or her job).

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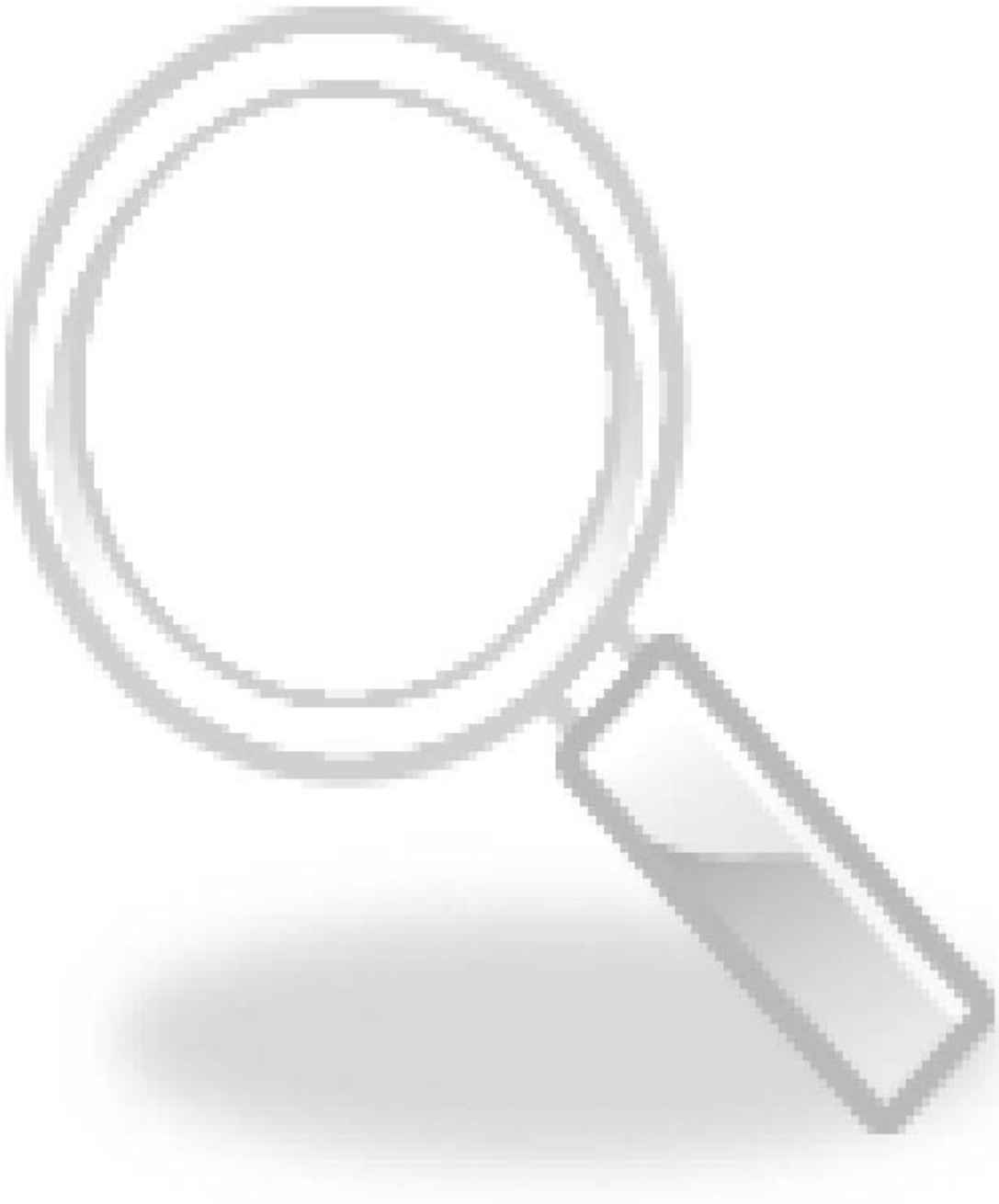
Magnifying Glass Activity Sheet



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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 3) **Lesson:** 3 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.B.0K: Identify the skills family members use in their work.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed parent interview and *Magnifying Glass Activity Sheets*
(These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)
Oversized magnifying glass (paper or real)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the

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		visual or performed arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three skills a family member uses in his/her job.

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 describe the skills his/her family members or other adults use on the job, using the activity sheets completed with their parents or other adults as a guide.

Lesson Preparation

Essential Questions: (Review from lessons 1 & 2)
What is work?
What is a role?
What is a responsibility?
What is a skill?

Engagement (Hook):
Once again, bring in the oversized magnifying glass. This time, look through it at each child.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "Boys and girls, I am back to continue in our investigation of what people do at work. Let's look at your activity sheets to find out what adults do when they go to work." Ask students to show their drawings to a partner and explain what they learned about the adult's job.	1. Students will tell a partner about two things they included in their magnifying glass illustrations.
2. Each student will have the opportunity to speak about what his or her family member does at work, and what skills are needed to be able to do the work.	2. Students respond by reporting what is written on their activity sheets.
3. After the students finish, ask them to name the kinds of skills they need in order to do their work at school and at home.	3. Students will offer their ideas.

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4. End by telling the students that they have been great investigators of the world of work. Have them give a high five.	4. Students give a high five.

Teacher Follow-Up Activities

Teachers may display the students' work as a booklet as delineated in the letter and may discuss how the skills students use in school can be used in many jobs.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: What Do the Adults In Your Family Do When They Go to Work? An important feature of this unit is the "investigation" of the world of work. Students will explore the work done by family members. Students will learn about roles, responsibilities, and skills during the lessons for the unit.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What is work?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three roles and responsibilities of a family member's job.		CD.8.A.0K: Identify roles and responsibilities of family members in the world of work. CD.8.B.0K: Identify the skills family members use in their work		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2
2. The student will identify three skills a family member uses in his/her job.		CD.8.A.0K CD.8.B.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6RF.K.2 RF.K.3 W.K.8	CD C	DOK Level - 2

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6		

ASSESSMENT DESCRIPTIONS*:

The student will draw pictures of family members at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations	_____ Essays _____ Computer Assisted Instruction _____ Journals	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming

	_____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Peer Partner Learning ___x__ Discussion (Ls 1,2.) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 3) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 1,2) _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls 2.) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: What Work Do Adults Do At Your School? **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required: 60 minutes (2-30 minute sessions)

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Workers Who Help Us At School (Part 1)

Materials and Preparation Requirements:

- Magnifying glass
- Poster board or Chart Paper
- Markers
- Writing paper for # 8

Lesson #2: Workers Who Help Us At School (Part 2)

Materials and Preparation Requirements:

- Magnifying glass
- Poster board or Chart Paper from previous lesson
- Markers
- Writing paper for # 8

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.8.A.01: Identify and compare roles and responsibilities of workers within the school. (DOK Level - 2)

CD.8.B.01: Identify the skills needed by the workers in the school (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	4. Writing formally and informally

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions:

What happens when a worker does not fulfill his/her responsibility?
What happens when a worker does not have the skills to do a job?

Unit Measurable Learning Objectives:

The student will identify roles of five school workers.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Structured Overview, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X___ Experiential (Role-Playing)
_X___ Independent study (Learning Logs)
_X___ Interactive Instruction (Role-Playing, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one of school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book *The Work Adults Do At School*.

Brief Summary of Unit:
This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have some knowledge of what the adults in their school do when they go to work.
Vocabulary:
Work, Workers, Investigate

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Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 1) **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.01: Identify and compare roles and responsibilities of workers within the school.
CD.8.B.01: Identify the skills needed by workers in the school.

American School Counselor Association (ASCA) National Standard:
Career Development:
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Magnifying glass
Poster board or Chart Paper
Markers
Writing paper for # 8

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
	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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s):

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify a contribution of five jobs in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify implications of what would happen in the school community if we did not have a school worker to complete that role.

Lesson Preparation

Essential Questions:

What is a job? (Something that a person does. Examples: the custodian keeps the school clean; the teacher helps students learn; the cook prepares the food.)

What is a responsibility? (Things that are expected of the person in a work role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attend meetings, helps children manage their own behavior.)

Review the above concepts at the beginning of the lesson and the following concept after the activities relating to roles and responsibilities of workers.

Why are school and learning important to workers? (Summarize by telling students that they are describing the skills people need to be able to do their work.)

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues.

On poster board or chart paper (use a media that you will be able to keep and bring back for additional lessons) have students brainstorm all of the people that work in the school setting. Examples may include: Principal, Counselor, Teacher, Librarian, Custodian, Cooks, Secretary, Bus Driver, School Nurse (add other roles as applicable to your school setting).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**

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1. Re-introduce yourself. If you remember what we investigated in Kindergarten, hold up your hand. (Review Kindergarten lessons during which students interviewed parents and/or other adults about what they do in the world of work). I'm going to need your help again this year – You'll learn more about that in our next lessons together.	1. Students will demonstrate engagement by holding up their hands and contributing their ideas.
2. Post a piece of poster board or chart paper with a circle or outline of a school building on it. Ask students to brainstorm jobs of the people who work within the school. As students brainstorm the possible jobs, counselor records the suggestions (be sure to leave plenty of space between each of the jobs so you will be able to write more about each job later in the lesson).	2. Students will verbally brainstorm a list of jobs within the school building.
3. After students brainstorm the list of school workers, select one of the workers and ask students to identify what that worker does and the responsibilities of the person who does that job. For example, you might say, "Let's begin with the cooks. What is the role of the people who cook breakfast and lunch in our school?" Record responses under the job title "cook."	3. Students respond that the role of the cook is to prepare breakfast (if applicable) and lunch for others in the school.
4. As the students brainstorm, explain that they are describing the role of the cook and the counselor will record the role of the cook onto the poster.	4. Students come to a consensus on the role of the cook.
5. Ask the students to brainstorm the responsibilities of the school cooks. Say something like: "Now, let's make a list of all of the responsibilities that our school cooks have." As students brainstorm the responsibilities, counselor again records the responses.	5. Students brainstorm the responsibilities of the school cooks. Possible responses include: order food, cook food, serve food, get tables ready for students to eat on, wash trays and utensils, put away leftover food.
6. Follow the same procedure with the remaining school jobs listed in # 2.	6. Students respond as in the previous example.

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7. Ask students "How can we be sure that these lists are correct?" Guide students to include observation as a way to verify the accuracy of the lists.	7. Students offer suggestions, including observation. Counselor tells them that they are good investigators, and asks them to continue investigating until the next lesson by observing people doing their work.
8. In closing, ask students to draw a picture of one school worker job they would like to know more about (provide paper). Ask for 4 volunteers to tell the rest of the class the worker's job he or she drew. Collect the papers to help you identify the jobs that stood out for class members.	8. Students will draw a picture of one worker and volunteer to tell everyone the job they would like to know more about; turn in paper with the pictures of workers.

Teacher Follow-Up Activities

Ask teachers to help students observe the responsibilities of school workers throughout the day.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 2) **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.01: Identify and compare roles and responsibilities of workers within the school.
CD.8.B.01: Identify the skills needed by workers in the school.

American School Counselor Association (ASCA) National Standard:
Career Development:
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Magnifying glass
Poster of job roles, responsibilities and skills generated by students in previous lesson
Lists of jobs students identified in #8 of Lesson 1
Markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
	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	4. Writing formally and informally
	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	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Objectives (acceptable evidence):

The student will identify two roles and responsibilities of school workers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify the skills that school workers need to complete their jobs.

Lesson Preparation

Essential Questions:
What is a role? (Something that a person does. Examples: the custodian keeps the school clean, the teacher helps students learn, the cook prepares the food.)

What is a responsibility? Why is it important for workers to have responsibilities? (Things that are expected of the person in that role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attends meetings, etc.)

What is a skill? Why is it important for people to have different skills? (Skills are specific abilities a person possesses. Skills help the person fulfill his or her responsibilities.) Example: A cook must use math skills to calculate the amounts of ingredients needed for specific recipes, reading skills to read recipes, listening skills to understand the likes and dislikes of the people for whom you are cooking. A custodian must use reading skills to read order forms, math skills to calculate how many supplies to order.)

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues.
Display the poster of student identified jobs from Lesson 1.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask student what they noticed in their investigation about the workers in the school … did they observe the worker(s) doing what they brainstormed during the last session?	1. Student will compare the previously brainstormed lists of school worker roles and responsibilities with their observations of school workers.
2. Begin a discussion with the students about the kinds of things the people in the different jobs need to know in order to do their jobs? (e.g. cafeteria worker would need to know how to cook, bake, serve; secretary would need to know how to type, be organized, etc.)	2. Students will contribute to discussion by naming thing~~s~~ workers need to know.
3. Explain that we call these skills. What skills do students have?	3. Students will give responses that indicate awareness of the skills they use in school.
4. At the end of the Lesson 1, students identified a job they would be interested in learning more about and drew a picture of it. Pair students who selected the same worker/job; tell students to discuss the skills they think the worker might need to be able to do his/her job.	4. Students discuss worker and skills with partners.
5. After three minutes, ask the pairs to name two skills that the workers in their pictures would need.	5. One person from each pair will report two skills identified.
6. End by telling students that they have shown investigating skills that will help them continue learning about the work and workers. Encourage students to keep working on the skills they need in **their** work as successful students.	6. Students give each other a high five.

Teacher Follow-Up Activities

Encourage teacher to follow-up by reminding students of the skills they are working on to become good students. Students may also draw pictures or write notes to the various workers in the school.

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Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness & success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: What Work Do Adults Do At Your School? This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What happens when a worker does not fulfill his/her responsibility?
2. What happens when a worker does not have the skills to do a job?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify roles of five school workers.		CD.8.A.01: Identify and compare roles and responsibilities of workers within the school. CD.8.B.01: Identify the skills needed by the workers in the school		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book “The Work Adults Do At School”.

Grade Level/Course Title: 1 / Unit Template_CD8-Gr1-Unit1-What Work Do Adults Do At Your School
Course Code: Career Development

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	___x__ Structured Overview (Ls.1) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls.1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1) _____ Peer Partner Learning ___x__ Discussion (Ls. 2) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls 1,2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: What Work Do Adults Do In Our Community? **Grade Level:** 2

Number of Lessons in Unit: 3

Time Required: 30 minute Lessons

Lesson Titles:

Lesson #1: All Around the Neighborhood – Part 1

Materials and Preparation Requirements:

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce.)

Activity Sheet: *What Adults Do at Work: Information Gathering Notebook* copies for each student – they will make a booklet for taking notes.

Lesson #2: All Around the Neighborhood – Part 2

Materials and Preparation Requirements:

Activity Sheet: *Worker Silhouette* (for each student).

Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in #3 of this lesson.

Lesson #3: All Around the Neighborhood – Part 3

Materials and Preparation Requirements:

Completed Activity Sheet: *Worker Silhouettes* Each student completed as a part of Lesson 2.

Writing paper for narrative description of workers

Map completed in Lesson 1

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.8.A.02: Identify and compare roles and responsibilities of workers within the community. (DOK Level – 2)

CD.8.B.02: Identify the skills needed by the workers in the community. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development

C. Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems

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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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and culture traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why are roles, responsibilities, and skills important in the world of work?

Unit Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Unit Instructional Strategies/Instructional Activities:

__X__Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
__X__Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Brief Summary of Unit: Brief Summary of Unit:
The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.

Process: Students will gather information through classroom activities and observing and talking with community workers. The three lessons focus on gathering information about the roles, responsibilities, and skills of community workers. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will

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observe workers and participate in discussions. One lesson includes a discussion of the consequences of the school worker not doing the job correctly or at all, thus, introducing the concept of the value of all work while focusing on the roles, responsibilities and skills of workers.

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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 1 **Lesson:** 1 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.02: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.02: Identify the skills needed by workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce or downloaded from the internet.)
Activity Sheet: *"What Adults Do at Work: Information Gathering Notebook"* copies for each student – they will make booklet.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Show the map of the businesses in the local community.

Note: The definition of community will depend upon your local area and the mobility of families, e.g., rural community may require families to travel to businesses and shopping areas in different parts of the county while families in a suburban area may be able to do business and shop in their town and urban families may rely on public transportation for mobility.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Post the map where all students can see it. Tell the students that they will be investigating what the people do when they go to work in the community. "Today, we are going to start by thinking of all the workers we can in our local community." As the students brainstorm the list of possible workers, record them on the map.	1. Students verbally brainstorm the businesses in the local community. Some possible answers include: grocery store clerk, gas station attendant, chef, food server, police officer, fire fighter, hair stylist, physician, nurse, postal worker.
2. Guide the students to think about the roles of community workers. "Let's choose one of these people to talk about for a little bit.	2. Students respond that the role of the police officer is to keep people safe and to maintain order in the community.

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What is the role of the police officer?"	
3. Guide students to think about the responsibilities of community workers. "Let's continue to talk about the police officer. What are the responsibilities of a police officer?"	3. Students respond with the police officer's responsibilities.
4. The counselor then says, "Let's think about what would happen if we did not have police officers working in the community. Would we be able to get along without someone doing the work?" Relate to the importance of all workers doing their jobs and doing them well. *Note: Two important concepts are emerging as a part of students' enduring understanding: 1--The importance of all work and 2--The importance of all workers doing their jobs responsibly.*	4. Students respond with their ideas.
5. Hand out Activity Sheet: *What Adults Do At Work: Information Gathering Notebook* Demonstrate for students how to put notebook together (see activity sheet).	5. Students will construct their information gathering notebooks.
6. Close lesson by asking students to investigate the work people do in the community. Introduce the idea of taking notes by asking them to write words in their information gathering notebooks about the workers they see. Tell students that you will be anxious to learn from their investigations and information gathering and will be eager to see their notes during the next lesson. Ask several to tell you what they will be doing between now and their next guidance lesson.	6. Students will volunteer and identify at least one community worker about whom they will make notes to remember important ideas.

Teacher Follow-Up Activities

Ask classroom teacher to follow-through by reminding students to write information they have gathered in their *Information Gathering Notebooks* and to have the notebooks for use during the next classroom guidance lesson.

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Counselor reflection notes (completed after the lesson)

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Back cover

What Adults Do at Work: Information Gathering Notebook

This notebook belongs to:

_____

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Cut on dotted lines; fold on solid lines

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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 2 **Lesson:** 2 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.02: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.01: Identify the skills needed by workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "*Worker Silhouette*" for each student. Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in # 3 of this lesson.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	4. Writing formally and informally
	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		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will illustrate the roles, responsibilities, and skills of community members on a silhouette of a worker and write a paragraph that summarizes the importance of those roles, responsibilities, and skills. The completed silhouettes and paragraphs will be bound in a classroom book.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues. Make comments that suggest you are looking for information about Community Workers. Fumble around a bit and ask students if they can help –guiding them to share the notes they have taken about the world of community workers.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Motivate students' memories by asking what they remember from the last session you had together. Guide them to remember talking about workers in the community. Continue by saying: "Let's review what we talked about regarding the police officer. What is the **role** of the police officer? What is the **responsibility** of the police officer? What would happen if the police officer was not there to do law enforcement work in our community?"	1. All students will respond in some way – either by sharing with a partner or by volunteering in the large group.
2. Guide the students to begin thinking of the skills of the community workers. (Review with the students what a skill is – see above in the essential questions.) "Let's continue to talk about the police officer. What are the skills that a police officer needs to do the job?"	2. Students respond with skills relevant to police officer's skills.

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3. Begin the activity with the students. Say something like: "Each of you will be given a blank silhouette; that silhouette will represent one of our community workers. (Options: 1. let students choose the workers they want to represent, 2. have students use one of the workers they included in the information gathering notebooks, or 3. assign the worker so that a broad range of workers is represented.) Continue by saying "Each of you will be illustrating this worker with the appropriate clothing or uniforms. You will include the roles, responsibilities, and skills that this worker possesses on or around the silhouette. You may use pictures and/or words to represent the roles, responsibilities, and skills of your worker." *Note: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.*	3. Students will identify "their" community workers and complete the silhouettes.
4. Continue by saying "Once again you have done a great job of investigating people and their work. The next time I come back, we will write a description of your worker." Collect the silhouettes for use during the next session.	4. Students return completed silhouettes to the counselor.

Teacher Follow-Up Activities

Ask teachers to continue to encourage students to gather information and take notes in their *Information Gathering Notebooks*. The teacher may wish to hang the silhouettes up in the classroom.

Counselor reflection notes (completed after the lesson)

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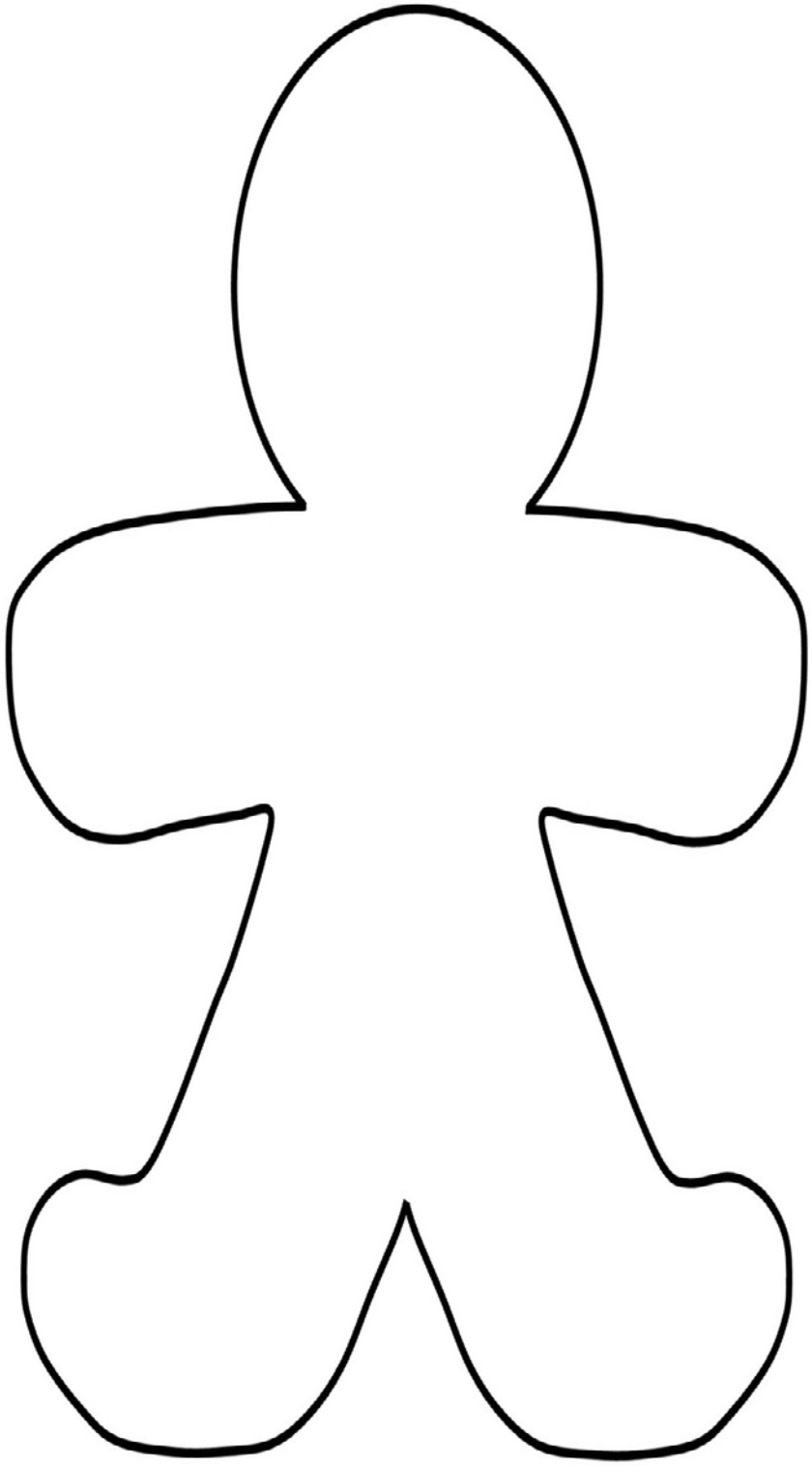
Activity Sheet: Worker Silhouette



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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 3 **Lesson** 3 of 3

Grade Level: 2

Length of Lesson: 30 minute

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.02: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.02: Identify the skills needed by workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: *Worker Silhouettes* completed by each student in Lesson 2.
Writing paper for narrative description of workers
Map completed in Lesson 1

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs . Assessment can be question answer, performance activity, etc.
The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Return the completed silhouettes and give writing paper to the students. Tell them that the next step in the investigation of workers is to write descriptions of the community workers.	1. Working independently, students review the characteristics of their community worker and prepare to write their narratives.
2. Guide students in writing a brief narrative explaining the importance of this community worker's roles, responsibilities, and skills.	2. Students will write a narrative including the importance of their community worker's role, responsibilities and skills.
3. In groups of 6 (ideally, each student will represent one career path), ask students to verbally present their silhouettes, (Presentation may be to the entire class or to small groups.) Use the community map to help students identify where the workers work. Consider displaying the map and the silhouettes – using yarn to connect the	3. Students will use a 2-minute (friendly) persuasive argument to introduce the importance of their community worker to the class.

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workers with their work sites. 4. When all other activities have been completed, bind the completed Worker Silhouettes and narrative descriptions into a classroom book: *Important Discoveries – The Importance of Workers' Roles, Responsibilities, and Skill*s. Compliment the students on the thoroughness of their investigative work about community workers.	4. Students will work with the students in their small groups to organize their silhouettes and narratives in preparation for binding all silhouettes and narratives into a classroom book.

Teacher Follow-Up Activities

Work with teachers to post the silhouettes and narrative descriptions. This would be an excellent display for the business and community appreciation day (if the school sponsors such an event – If not, consider initiating one.).

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: What Work Do Adults Do In Our Community? The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why are roles, responsibilities, and skills important in the world of work?
2. How do a person's skills impact his/her roles and responsibilities in the community?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.		CD.8.ADO.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02: Identify the skills needed by the workers in the community.		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2
2. The student will identify and compare skills of two workers (jobs) in their community.		CD.8.ADO.02 CD.8.B.02:		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	CD C	DOK Level – 2

				L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6		

ASSESSMENT DESCRIPTIONS*:

Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part 3

	Direct: ___x__ Structured Overview (Ls. 1,2)	**Indirect:** _____ Problem Solving _____ Case Studies	**Experiential:** _____ Field Trips ___x__ Narratives (Ls.3)	**Independent Study** _____ Essays _____ Computer Assisted	**Interactive Instruction** _____ Debates _____ Role Playing

	_____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	_____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Instruction _____ Journals ___x__ Learning Logs (Ls 1) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Panels ___x__ Brainstorming (Ls. 1,2) _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls.1) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Career Investigations: Jobs in the World of Work **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required: 3-30 min. sessions

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Becoming A Career Detective (Part 1)

Materials/Special Preparation Required:

An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)

Activity Sheet: *Interview Questions*

Activity Sheet: *Interview Summary*

Activity Sheet: *Investigative Reporter's Notebook* (optional)

Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

Lesson #2: Becoming A Career Detective (Part 2)

Materials/Special Preparation Required:

Completed interview activity sheets (from lesson 1)

Interview Summary Activity sheet

Magnifying glass and magnifying glass drawn on paper from previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.8.A.03: Explain what workers do and need to know in various careers. (DOK Level – 2)

CD.8.B.03: Gather information regarding training and education for a variety of careers. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why does our world need different types of jobs?
Why do people need jobs?

Unit Measurable Objectives:

The student will explain what workers do and need to know in two careers.
The student will gather information regarding training and education for at least two careers.

Unit Instructional Strategies/Instructional Activities:

_____ Direct
__X__ Indirect (Reflective Discussion)
_____ Experiential
_____ Independent study
__X__ Interactive Instruction (Discussion, Interviewing)

Lesson Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.

Brief Summary of Unit:
In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.

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Process: Students will gather information through classroom activities and interviews with workers. The lessons focus on gathering information about the roles, responsibilities, and skills of workers. The concept of the relationship between work skills and academic skills is introduced. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions.

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Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.A.03: Explain what workers do and need to know in various careers.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

- An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)
- Activity Sheet: *Interview Questions*
- Activity Sheet: *Interview Summary*
- Activity Sheet: *Investigative Reporter's Notebook* (optional)
- Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will explain what workers do and need to know in two careers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment may be question answer, performance activity, etc.
The student will contribute to discussion of skills, knowledge, and tools used in different careers.

Lesson Preparation

Essential Questions:

What do workers do on their jobs?
What do workers need to know to do their jobs?

Engagement (Hook):

Have or make an oversized magnifying glass. Remind the students of the "investigation" of the world of work that they have been conducting since kindergarten.

(Display the magnifying glass you have drawn on chart paper.) Ask the class, "Where have you gathered information about careers?" Where else might you obtain information? Record answers on magnifying glass on chart paper.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Write class responses on the magnifying glass. Guide responses from the sources they used in grades K, 1 and 2 (observing and talking with parents, school workers, and community workers to other resources such as books/ magazines/web quests)	1. Students respond with sources they have used and sources they will use.
2. Think of a well-known reporter (local or national) and ask students if they have ever	2. Students will respond with what they know about reporters. All students are

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seen or heard _____. The job title for _____ is "reporter." "What is the role of a reporter?" "What responsibilities does a reporter have?" Explain that you are hiring them as Investigative Reporters. Investigative Reporters investigate a "story" in depth. They will be doing in-depth investigations and gathering specific information. They will interview adults to uncover information about the roles and responsibilities of adults at work.	expected and encouraged to respond with what they already know about reporters.
3. The first worker they will investigate in-depth is "Teacher." Lead the class in a discussion of the career or job of a teacher. What does a teacher do? Write responses on the dry erase board, smart board, chart paper, or other.	3. Students responses might include Write Lessons, Present Lessons, Model Lessons, Assign Work, Correct Papers, Average Grades, Go to Workshops, Supervise Students, Go to Meetings, Call Parents, Discipline.
4. What does a teacher need to know? Write responses on the chalkboard. What training or education do teachers need?	4. Responses include: Responses to Questions and Tests, How to Teach Lessons, Steps to Solve Problems, the Subject and Content Areas.
5. Ask: "How might we find out more about what a teacher needs to know?" Tell students that you will be doing just that, interviewing their teacher. Give each student a copy of Activity Sheet 1 *Interview Questions*.	5. Student will respond with statements such as "We can discover more information through interviews. Students will look over the questions on the *Interview Questions* Activity Sheet.
6. Interview the classroom teacher using the list of questions. As you are interviewing their teacher, tell students to take notes on the *Interview Questions* Activity Sheet.	6. While the counselor interviews their teacher, students will take notes on the *Interview Questions* Activity Sheet.
7. After the interview, give students a copy of the *Interview Summary* Activity Sheet. Have students get into groups of 3 or 4 and, as a group, identify 1 responsibility, 1 job skill and 1 knowledge skill required for teachers to do their jobs. Write the responses on the *Interview Summary* Activity Sheet. Ask one or two groups to tell the class their responses. List their	7. Students will complete the *Interview Summary* Activity Sheet in small groups and report the information to the class. Each student will tell a partner what he or she has learned and still wants to learn about the World of Work and Workers.

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responses on the dry erase board, smart board, chart paper, or other.	
8. Close the lesson by asking students to tell a partner one thing they learned during the lesson and one thing they still want to learn about the World of Work and Workers.	8. Students may ask clarifying questions.
9. OPTIONAL: Introduce students to the *Investigative Reporter's Notebook* and explain that investigative reporters might use a notebook such as this to compile evidence in a logical way. Draw attention to the pages with the interview questions and point out the importance of asking each person the same BASIC questions (although reporters may ask additional questions of individuals).	9. OPTIONAL: Students will put together the *Investigative Report's Notebook* to be used to take notes during interviews and to help organize data they have gathered with the data gathered by other students during their interviews with workers.
10. If you choose NOT to use the *Investigative Reporter's Notebook*, give each student a blank *Interview Questions* Activity Sheet and tell them that they are to interview a worker, in the school or in the community and record the information on the Activity Sheet. These will be used for the next class session.	10. Students will review the process they will be using to conduct their investigation of the world of workers.

Teacher Follow-Up Activities

An excellent follow-up would be for the classroom teacher to invite a reporter to come to class to be interviewed. Ask teachers to provide opportunities for students to practice their interview skills by interviewing each other and/or finding out more information about the role and responsibilities of teachers.

It will be helpful if teachers would announce the due date of the completed *Interview Questions* Activity Sheets.

Counselor reflection notes (completed after the lesson

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Activity Sheet 1

INTERVIEW QUESTIONS

5 Ws and an H

Who influenced your decision to become a _____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a _____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a _____?

Why did you choose to become a _____?

How many years of training did it take to become a _____?

Is there anything else you would like me to know about being a _____?

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Activity Sheet: INTERVIEW SUMMARY
TEACHER INTERVIEW

Group Report

Group Members' Names

_____

1. We learned that our teacher's role is to:

_____

2. We learned that one of our teacher's responsibilities is:

_____

3. We learned that one skill our teacher uses is

_____

4. We learned that one knowledge skill our teacher needs is

_____

5. Another thing we learned about our teacher is:

_____

6. I might like to become a teacher

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

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Activity Sheet: Investigative Reporters Notebook

Back cover

TOP SECRET INFORMATION

World of Work Investigative Reporter's Notebook

Private Property of:

_____

Add extra pages as needed; cut on dotted lines; fold on solid

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INTERVIEW QUESTIONS 5 Ws and an H	INTERVIEW QUESTIONS 5 Ws and an H
Who influenced your decision to become a _____?	**W**ho influenced your decision to become a _____?
What do you like about your job?	**W**hat do you like about your job?
What is your role as a _____?	**W**hat is your role as a _____?
What are some of your responsibilities as a _____?	**W**hat are some of your responsibilities as a _____?
What skills does a _____ have to have?	**W**hat skills does a _____ have to have?
What school subjects do you use as a _____?	**W**hat school subjects do you use as a _____?
When did you decide to become a _____?	**W**hen did you decide to become a _____?
Where did you get your training to become a _____?	**W**here did you get your training to become a _____?
Why did you choose to become a _____?	**W**hy did you choose to become a _____?
How many years of training did it take to become a _____?	**H**ow many years of training did it take to become a _____?
Is there anything else you would like me to know about being a _____?	Is there anything else you would like me to know about being a _____?

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Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 2) **Lesson #** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.B.03: Gather information regarding training and education for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

- Completed interview activity sheets (from lesson 1)
- *Interview Summary* Activity sheet
- Magnifying glass
- Magnifying glass drawn on paper from previous lesson

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally or informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objective:

The student will gather information regarding training and education for at least two careers.

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 analyze and synthesize information collected after interviewing an adult about what they do and need to know to do their job.

Lesson Preparation

Essential Questions:
How do people's skills relate to jobs?
Why do job requirements change?
Why is it important that we find information on training and education requirements for jobs or careers?

Engagement (Hook): Magnifying glass from the previous lesson. Call students' attention to this.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the previous lesson. If possible, use the **magnifying glass** saved from the previous lesson (this included a listing of career information resources).	1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper.
2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs.	2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college.
3. Tell class that today they will be working in small groups to compile information about the training people need to do their work.	3. Students will ask clarifying questions
4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4).	4. Students will "get out" their interview notes and take them to their groups of 4.

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5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career.	5. In small groups, students will talk about information they discovered in their investigations about the training or education requirements needed for the career or job of the workers they interviewed.
6. Have Activity Sheet *Interview Summary*, ready for analyzing the information.	6. Group members will work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3rd grade classroom book.
7. Have students share what they learned. Compile *Interview Summary Group Report Evidence Book*" which will be kept in the classroom	7. Groups will report information to the class and help compile evidence pages.
8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.	8. Students will write a concluding paragraph in response to the prompt "As a result of analyzing the data collected by our team, I conclude the following about the world of work and me".
9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.	9. High Five!

Teacher Follow-Up Activities

Encourage teachers to talk about the "school skills" workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

Counselor reflection notes (completed after the lesson)

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Activity Sheet: INTERVIEW SUMMARY

Group Report/Evidence Page

Group Members' Names:

_____

Name of worker and job:

_____

1. We learned that this person's role is to:

   _____

2. We learned that one of this person's responsibilities is:

   _____

3. We learned that one skill this person uses is

   _____

4. We learned that one knowledge skill this person needs is

   _____

5. Another thing we learned about this person is:

   _____

6. I might like to become a _____

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Career Investigations: Jobs in the World of Work In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why does our world need different types of jobs?
2. Why do people need jobs?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will explain what workers do and need to know in two careers.		CD.8.A.03: Explain what workers do and need to know in various careers. CD.8.B.03: Gather information regarding training and education for a variety of careers.		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 2
2. The student will gather information regarding training and education for at least two careers.		CD.8.A.03 CD.8.B.03		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2	CD A	DOK Level – 2

				SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6		

ASSESSMENT DESCRIPTIONS*:
The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an "Evidence File" compiled as a classroom book.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: Becoming A Career Detective (Part 1) Lesson #2: Becoming A Career Detective (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Becoming A Career Detective (Part 1) Lesson #2: Becoming A Career Detective (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls.1,2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing	_____ Essays _____ Computer Assisted Instruction _____ Journals ___x__ Learning Logs (Ls. 1,2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons	_____ Debates ___x__ Role Playing (Ls. 1) _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls.1) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls.

		_____ Concept Attainment _____ Cloze Procedure	_____ Model Building _____ Surveys	_____ Learning Contracts _____ Homework _____ Research Projects ___x__ Assigned Questions (Ls. 2) _____ Learning Centers	1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: The Road to Careerville: Exploring Career Paths & Requirements **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: The Road to Careers (Part 1)
- Materials/Special Preparations Required:
  - Counselor Resources:
    - "Career Paths and Example Careers"
    - "Career Path Posters" (set of 6)
    - Career Path Strips (Master Copy of single page—to be cut into strips)
  - Activity Sheets for students:
    - "Career Paths and Example Jobs"
    - "Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education"
  - Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
  - Dry erase board/SMART board/other visual display
  - Poster board or construction paper
  - Pencils, markers

Lesson # 2: The Road to Careers (Part 2)
- Materials/Special Preparations Required:
  - Student-made charts ("Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education") begun in Lesson 1
  - Counselor Resources:
    - "Career Paths and Example Careers"
    - "Career Path Posters" (set of 6)
  - Activity Sheets for Students:
    - "Career Paths and Example Jobs"
    - "The Relationship of My …" (see Lesson 1)
  - Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
  - Dry erase board/SMART board/other visual display
  - Poster board or construction paper
  - Pencils, markers

Lesson # 3: The Road to Careers (Part 3)
- Materials/Special Preparations Required:
  - Roadmap; Student-made posters completed in Lesson 2
  - Counselor Resources:

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Career Paths and Example Careers"
"Career Path Posters" (set of 6)
"Letter from *Careerville News* Reader" (1 copy for each group)
"Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students:
Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT,* brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display
Poster board or construction paper
Pencils, markers

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.04: Relate current student learning to each of the six career paths. (DOK Level – 3)
CD.8.B.04: Outline the training and educational requirements for a variety of careers. (DOK Level – 3)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work**.**

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the

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		visual or performed arts

Unit Essential Questions:

How does a person's education prepare him/her for future jobs and careers?
How do people prepare for careers?

Unit Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Unit Instructional Strategies/Instructional Activities

__X__Direct (Structured Overview, Guided & Shared –Reading, Listening, Viewing, Thinking)
__X__Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
__X__Experiential (Role Playing)
_____ Independent study
__X__Interactive Instruction (Role Playing, Brainstorming, Peer Partner Learning, Discussion, Cooperative 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.
The student will be provided opportunities to demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters, student-written letters, and through other media resources.

Brief Summary of Unit:
The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in the unit?
Students will need prior knowledge of roles, responsibilities, and skills of family members, school workers, and community workers. In addition, students are expected to have prior knowledge of the Career Paths (see Resources "Career Paths and Example Careers" "Career Path Mini-Poster").

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 1) **Lesson** 1 of 3

Grade Level: 4

Length of Lesson: 30 minutes (may require 2 sessions)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Counselor Resources: "Career Paths and Example Careers"; "Career Path Posters" (set of 6); Career Path Strips (Master Copy of single page—to be cut into strips)
Activity Sheets for students: *Career Paths and Example Careers, Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education*
Career information publications (e.g., */Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other, poster board or construction paper, pencils, markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will gather information and present the information to a small group of peers during a chart-making activity. Working with a team, the student will 1) discuss and graphically represent on a poster board, the relationship of current (4th grade) learning to the responsibilities of workers in a specific Career Path and 2) will graphically represent the post-secondary training/education a person in that career path needs to succeed.

Lesson Preparation

Essential Questions: How does what a person learns prepare him/her for future jobs and careers?

Engagement (Hook): Come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass, and pretend to search classroom as if looking for clues. The counselor will say, "I am a detective who has been hired by the editor of the *Careerville News*. The editor's in-box is overflowing with letters from people who want to live and work in Careerville. I have been hired to help by investigating the work people do in Careerville. There are too many inquiries for me to be able to respond to them all, so I have hired you (students) to help with the investigation and to become Career Information Columnists for the *Careerville News.*

Draw a road on the dry erase board/SMART board/other, and write "Careerville" at the end of the road. Add the names of several careers that students explored in prior grades. Along the road, Inspector CareerSo (the counselor) will write the types of post-secondary training and/or education people need for each of the careers (e.g., 2-year college education in computer science, 4-year college degree in teacher education, 9 month Licensed Practical Nurse program at a local Career Center). Inspector CareerSo (the counselor) will say, "We are on a journey to "**Careerville**." All of us will have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. How can we prepare ourselves to arrive in Careerville ready to be the "best workers we can be?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook," allow students to respond; write student responses on the path drawn on the board.	1. Students will respond to questions. (Go to school, study, go to college, follow the rules, etc.)
2. On the "**Careerville**" road, the counselor will write ***newspaper editor*** at the end. The counselor will say, "How might we prepare ourselves to become the editor of the Careerville newspaper? What skills does a newspaper editor need? What are you learning currently at school that would help you in your job as an editor?"	2. Students will respond to questions (learn to read, write, do math problems).
3. Using the set of six *Career Path Posters,* review the concept of Career Paths, presenting the career paths as a way to organize the World of Work and Workers in our minds. The counselor will say, "What jobs or occupations do you recall from your memory when I say "Helping Career Path?" The counselor will continue this process with the other Career Paths. **Helping Path** (teacher, custodian, waitress); **Health Path** (doctor, paramedic), **Business Path** accountant, administrative assistant; **Creative Path** (actors, radio and TV broadcasters, journalism); **Fixing, Building, and Technology Path** (construction worker, architect, auto mechanic), **Nature Path** (zookeepers, horticulture, farming)	3. Students will respond to counselor questions, naming the career paths and occupations in each path.
4. Divide the class into six groups and distribute Activity Sheets: "Career Paths and Example Careers" and "The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training & Education" to each student. Say, "The Activity Sheet 'Relationship of my Current Learning, Worker Responsibilities, Post-secondary Training and Education' is an advanced organizer for	4. Students will write current learning in the first column of their Activity Sheet – being specific about the learning, e.g., "long division" instead of "math" and then share their answers with the class.

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the work you will be doing together. Think about your math lessons this week… what are you learning to do? Think about your science lessons? What have you discovered? Now write this information in the first of the three columns on the Activity Sheet. Think about your other subjects—what are you learning? On a blank piece of paper, write all the learning (in any subject) you can think of in the next 2 minutes." Call time after two minutes and ask several students to state a "current learning" he or she wrote.	
5. Facilitate Student Self Evaluation by saying "Reflect on the 'learning' you wrote on the blank piece of paper. Re-think your list by considering the difference between Subject Areas (e.g. History) and specific knowledge or skills (e.g. using the internet to research what it was like to live in Missouri 100 years ago). Focus on the knowledge and/or skill you are gaining and revise your lists by adding knowledge and skills to your lists. Revise and refine your lists by categorizing specific skills into subject areas (you may find that skills will fit into more than one subject area). For example: **Mathematics** — Long division, Problem-Solving **Communication Arts** — Letter-writing, Problem-Solving	5. Students will work with peers in small groups to reflect/ rethink/ revise/refine their lists.
6. Transfer the revised/refined lists to the first column of Activity Sheet. Add new skills as needed." *Counselor Clue: Remember—These lists are to be representative of the process – rather than exhaustive.*	6. Students will transfer lists to the first column of their Activity Sheet: "The Relationship of My Current Learning …"
7. Say, "In the middle column, you will be asked to write the names of careers. Look at the careers listed on the Activity Sheet "Career Paths and Example Careers". In the middle column, of the chart, write down the names of 3 or 4 careers you think you	7. Students will write the names of three careers they think they would like and three careers they think they would not like in the middle column. Students will then share what they have written.

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would like **AND** 3 or 4 you think you would not like." Suggest that students relate the academic skills needed for the careers they have chosen to the knowledge and skill they wrote in the first column. Continue by saying, "Think about the responsibilities of a _____ and then think about the knowledge and skills you are leaning today in school and how what you are learning now relates to the responsibilities of that career. Draw a line from the skill to a worker who uses the skill." After a few minutes, ask the students to share their ideas about how current learning connects with the responsibilities of workers in specific careers.	
8. Supply each group with a "career strip" (Resource: Career Path Strips [Master Copy]) and a large piece of construction paper or poster board folded in thirds. The counselor will instruct the students to sign their names on the back of the poster board. (Groups will use only 2/3 of the poster at this time. The other third will be used later.)	8. Students will write their names on the back of their poster board.
9. Explain that the first column on the poster board is where students will graphically represent six important skills they are currently learning.	9. Working in teams, students will determine the six important skills to be illustrated and will complete the first column on the poster board.
10. Explain that the Second Column is where students will write or graphically represent careers/jobs.	10. Students will complete the Second Column.
11. Next, instruct students to connect the current learning/skills to the careers/jobs with string or with lines drawn with markers. Remind students that each skill will be connected to more than one worker and each worker will be connected to more than one skill. While students are working, ask, **"What are you discovering about the relationship between your current learning and future jobs?"**	11. Students will connect current learning/skills to future jobs with string or lines. Students (one group at a time) will engage in answering the discussion question stated in counselor direction number eleven (11) by sharing their posters with the class.

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12. Close this part of the lesson by saying, "During our next session, we will match the careers you included on your poster with the post-secondary training/education required. Be sure to remember your group members." *Collect the groups' charts/posters, students' Activity Sheet, "Career Paths and Example Careers", and Activity Sheet/chart "Relationship of My Current Learning…" Bundle together in classroom groups for ease of retrieval. They will be completed during Lesson 2.*	

Teacher Follow-Up Activities

Arrange with classroom teacher to keep the Career Path Posters displayed.

Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. (See Resource: "Career Paths and Example Careers". Space has been left for additional careers to be added to each Career Path). Encourage relating the careers that apply to current learning during instruction and adding careers to the "poster."

Counselor reflection notes (completed after the lesson)

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COUNSELOR / TEACHER RESOURCE:

CAREER PATHS AND SAMPLE CAREERS

This Resource is provided as a "memory refresher" for the Career Paths. Remember, the careers listed here represent a small percentage of all the careers in each Career Path. As with any system of categorizing, there will be an overlap of Career Paths for many careers. Teachers are urged to post this in their classrooms and encourage students to add careers to the lists in the Career Paths as they learn about and/or discover new careers.

Creative Path

(Arts and Communications)
museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Business Path

(Business Management and Technology)
administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

Nature

(Natural Resources)
zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Health Path

(Health Services)
physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse.

Fixing, Building, and Technology

(Industrial and Engineering Technology)
construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Helping Path

Human Services
teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselor, minister

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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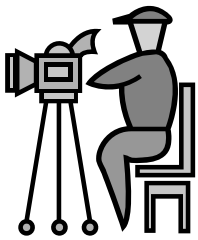

Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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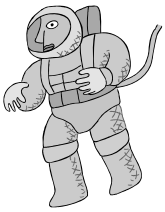
Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.



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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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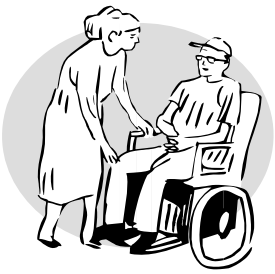
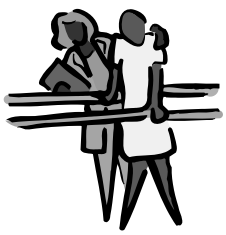
Health Path

(Health Services)

People who like to care for animals and people.





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COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

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The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training, and Education

My Current Learning (e.g. Math: long division, Science: categories)	**Post-Secondary Training and Education** Where people go to learn how to do the work they love	**Worker Responsibilities in the _____Career Path**

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 2) **Lesson**: 2 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Student-made charts ("Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education") begun in Lesson 1
Counselor Resources: "Career Paths and Example Careers"; "Career Path Posters" (set of 6)
Activity Sheets for Students: "Career Paths and Example Jobs" "The Relationship of My …" (see Lesson 1)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Chalkboard, chalk, poster board or construction paper, pencils, markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	**X**	Integrity	**X**	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	**X**	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Lesson Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete the poster started in lesson 1 by adding the post-secondary options for training and/or education in the third column on the poster. Reminder: Column 1 = School-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Once again, come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass and a rumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, "AHA! I see … The Career Paths lead to Careerville! WOW! You can get there in many different ways!" Draw a road on the dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "**Careerville**." Say, "All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the concept of "Post-secondary training and/or education." List on the board, examples of the many options for students after graduating from high school, e.g., apprenticeships, on-the-job training, the military, technical school,	1. Students will contribute post-secondary employment and education/training options.

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community college, and four-year college.	
2. Tell students to return to their "Lesson 1 groups" (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1.	2. Students will position themselves in groups.
3. Instruct the students to add the options written on the board regarding post-secondary training and education in the third column of their group's poster.	3. Students will list post-secondary options in the third column of their posters.
4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs.	4. Students will use the career information resources made available by the counselor to research options available for specific careers.
5. When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post-secondary training and/or education option in column 3. Use string or markers to make a visual connection.	5. Students will match workers/careers in column 2 with education and/or training requirements in column 3.
6. Facilitate students' developing ability to support their "statements" with evidence and documentation. Guide them to support their "matching" of work roles and post-secondary requirements by citing the source of the information they found while researching the post-secondary requirements of workers.	6. Students will discuss the research that "informed" their decisions to match specific jobs/careers with specific education and/or training requirements.
7. Inform students that during the next guidance lesson, they will be writing letters to the readers who are seeking advice about working in Careerville. Encourage their continued observation and reading about work and workers. Students will be using the information on their posters as well as information they find in other reliable sources to formulate	7. Students will listen.

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the information support for the advice they provide about choosing a career path or a specific job. NOTE: Save group materials (individual student's Activity Sheets, the group's resources/ materials, group's poster) in a bundle by classroom for ease of retrieval and use during the next lesson.	

Teacher Follow-Up Activities

Ask the classroom teacher to keep the Career Path Posters displayed throughout the three lessons of this career unit. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resource: Career Paths and Example Careers).

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 3) **Lesson** 3 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Roadmap; Student-made posters completed in Lesson 2
Counselor Resources: Career Paths and Example Careers"; "Career Path Posters" (set of 6); "Letter from *Careerville News* Reader" seeking help (1 copy for each group); "Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students: Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display, poster board or construction paper, pencils, markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will write a friendly letter focusing on a specific career and include the correlation of the student's current learning with worker roles and responsibilities and the necessary post-secondary training and education requirements for that career.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Again, come to class dressed as Inspector "CareerSo." Draw a road on the Dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "Careerville." Using an oversized magnifying glass and a rumpled road map as props, pretend to search the classroom as if looking for clues and say, "I see that the Career Paths lead to Careerville! WOW! And there are SO many people on the road to Careerville—I hope we can help them find their way! You already know that people can get to Careerville in many different ways. All of us have the same destination: working to meet the needs of a community. Let's get started on OUR investigations and reporting about the world of work so we can help the people heading toward Careerville!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask: What do you remember from our last guidance lesson about where people learn how to do their work? Review the concept of post-secondary training and/or education by writing information on the board regarding options available to	1. Students will respond to the counselor's questions regarding post-high school job or training opportunities in the area, or military options.

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students in the area (e.g., vocational schools, technical training programs, the military, and colleges). Inspector CareerSo (Counselor) will use prompts such as: "What kinds of jobs are available for individuals who want to enter a full-time job right after they graduate from high school? What training and educational facilities are located in our area for a person who would want to go to more school after high school?" (Provide time for students to respond and comment.)	2. Students will respond to question regarding the responsibilities of a *Columnist*, for example: Seek information Write Columns Reflect/ Rethink Revise/Refine content of columns.
2. Continue: Every job has responsibilities that require training—whether the training occurs on-the-job or in a training, educational, or military setting. For example, what job responsibilities does a Newspaper Columnist have?	3. Students will listen to the instructions and then gather in their previously assigned groups. Each student will choose a career/job of interest from the assigned career path.
3. Say, "Remember, I have hired you to help me investigate and report on the world of work. You will be working as columnists for the *Careerville News'* award-winning column "Career Information for those on the Road to Careerville." You will be working in the same groups as in Lessons 1 and 2 – each group represents one of the Six Career Paths and each student in the group will represent a career within that Career Path. Explain that the responsibility of each student is to publish accurate information about a career in his or her assigned Career Path.	4. Students will examine the three handouts and will ask clarifying questions as the Inspector (counselor) provides instructions.
4. Inspector CareerSo will read a letter from a reader asking for career information (Activity sheet: "Letter from *Careerville News* Reader"). The Inspector will review the elements of a friendly letter and then ask the students to examine the sample of the letter (Resource: "Columnist's Response to a Reader"). Each student will write a similar letter to the readers. (See,	5. Students will engage in the writing of the letters and will share their letters with the class.

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also, the Activity Sheet: "Template for Friendly Letter") If students do not have access to computers to write letters, they may write their letters on the template. 5. The letters will be self and peer critiqued. When the letters are completed, the counselor will ask each student to share his/her letter with a small group. Instruct group members to use "Letter from *Careerville News* Reader" as a guide to ensure that all questions are answered in each student's letter. (Suggestion: Use the "jigsaw" process for sharing – students have been working in expert groups addressing a single Career Path. In order to help peers learn about other Career Paths, arrange students in six-member groups so that there is at least one representative of each career path in each group). Before binding the letters into a booklet, you may want to post the letters outside your office for a broader audience. 6. The counselor or student volunteers will bind the letters into a classroom Career Information book.	6. Students interested in a career in publishing will volunteer to bind the letters into the classroom book.

Teacher Follow-Up Activities

The letter writing process might serve as a Communication Arts lesson on writing friendly letters. The process could be adapted to include writing a business letter to the readers. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resources).

Counselor reflection notes (completed after the lesson)

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RESOURCE: LETTER FROM *CAREERVILLE NEWS* READER

1234 Rooftop Lane
Larae, MO, 65000

September 5, 2006

Dear CN Columnist,

I hope you can help me! I am seeking more information about the World of Work, and Workers. I am trying to decide where I want to live and work when I graduate from high school. Inspector CareerSo told me that Careerville is the best community in the world because all workers are valued and all work is important there. I want to move to Careerville and help make the community even better. The problem is that I have many, many skills and like to do many, many kinds of things. I study hard and enjoy all (well, most) of my learning. I just can't decide which career to choose. Since you have the reputation of being the most accurate source of information about careers in Careerville, I decided to write to you.

Would you please help me find answers to the following questions?

1. I know all Career Paths lead to Careerville. Which is the best path to take?
2. If a person follows that path, what is one of the jobs that he or she might like?
3. What "school skills" are needed in that job?
4. Can someone get this job when he or she graduates from high school? If not, what kind of post-secondary training or education is needed?
5. If you were thinking about doing this job, what are some things you would like about it?
6. If you were thinking about doing this job, what are some things you would NOT like about it?
7. Do you know of anything else I should know about Careerville, or the job you are suggesting?

That's all the questions I have for now. Thank you very much for your time. I am looking forward to your reply.

Sincerely yours,

A Career Adventurer

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RESOURCE: COLUMNIST'S RESPONSE TO A READER

4234 Careerville Newspaper Way
Careerville, MO 65216
Today

Dear Career Adventurer (C. A.),

I am glad you wrote to the CN Columnist. I have some ideas. However, C. A., you are the only one who can decide what is best for you! Since you didn't tell me very much about yourself, I will tell you about what I think is the best Career Path—the Helping Path! Remember, though, YOUR favorite or best Career Path will depend on YOU knowing what you like to do and/or would like to do in the future.

If you like to help other people and like to talk with people, and if the Communication Arts subject area is one of your strengths, then there are several careers for you in this career path. The one I will tell you about is "Teacher." This might be a good career for you because you said you like to learn and that you have a lot of skills – so do teachers. My teacher has to know all the school skills because he has to teach them to all of us. I know my teacher had to graduate from college after he graduated from high school, because his college diploma is hanging in our classroom. He tells us almost every day that he worked hard to get that diploma and he is proud to display it.

As for ME and a teacher's job—here are some things I would like about it:

- I would get to help great kids (like me) learn.
- I would get to eat lunch in the Teachers' Lounge.
- I would be able to decide what projects the kids would do.
- I would be able to help people solve problems.

And here are some things I would NOT like about a teacher's job:

- Grading all those papers.
- Staying after school EVERY day.
- Parents getting angry at me in front of the students.
- Going to school during the summer.

Well, what do you think, C. A.? Would you like to be a teacher? What other jobs have you considered? We have them all in Careerville – and you would love living here!

Sincerely yours,

The CN Columnist

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ACTIVITY SHEET: TEMPLATE FOR FRIENDLY LETTER

Heading
(Street Address
City, State, Zip)

Date

Greeting,

Body _____

_____

_____

_____

_____

_____

_____

_____

(New paragraph)

_____

_____

_____

_____

_____

_____

_____

Closing.

Signature

Name

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: The Road to Careerville: Exploring Career Paths & Requirements The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does a person's education prepare him/her for future jobs and careers?
2. How do people prepare for careers?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify one academic/content area linked to each of the six career paths.		CD.8.A.04: Relate current student learning to each of the six career paths. CD.8.B.04: Outline the training and educational requirements for a variety of careers.		RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 3 DOK Level - 3

2. The student will identify training and education for two career options.		CD.8.A.04 CD.8.B.04		RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK Level – 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:

The student will b provided opportunities to demonstrate an understanding of careers, post-secondary training, and education via charts, student-made posters, student-written letters, and through other media resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1 2	See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)				
	Direct: ___x__ Structured Overview (Ls. 2.3) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) ___x__ Writing to Inform (Ls. 1,2,3) ___x__ Concept Formation (Ls. 1,2,3) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1,2,3) _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates ___x__ Role Playing (Ls. 1,2,3) _____ Panels ___x__ Brainstorming (Ls. 1,2,3) ___x__ Peer Partner Learning (Ls. 1,2,3) ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1,2,3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers **Grade Level:** 5

Number of Lessons in Unit: 2

Required: 2-30 min. sessions

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson #1: Career Magic (Part 1)
Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Resource: *Career Paths Strips* (Master Copy)
Activity sheet: *Career Graphic Organizer* (copies for students);
Whiteboard, smart board, or other means of visual display

Lesson #2: Career Magic (Part 2)
Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Activity sheets: *Career Graphic Organizer* (from Lesson 1); Activity sheet: *A Comparison of the Similarities and Differences Among Careers*
Whiteboard, smart board, or other means of visual display

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:
Career Development:
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do training and skills affect a person's role and responsibilities in the community?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers through use of a graphic organizer.
The student will compare and contrast the training and educational requirements for two careers through use of a graphic organizer.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Compare & Contrast, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_____ Experiential
_X___ Independent Study (Journal)
_X___ Interactive Instruction (Cooperative 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. Summative Assessment: Students will gather information about the roles, responsibilities, skills and training/education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, individual members will gather data, which will then be grouped with the data gathered by the other team members. The grouped data will be analyzed to identify patterns, similarities and differences among the roles, responsibilities, skills and post-secondary education/training requirements. Results will be presented in a visual form of the team members' choice (e.g., a T-Chart or other graphic organizer).

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Brief Summary of Unit:
In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training requirements (post-secondary training and education) of workers in different career paths. Students will demonstrate this understanding through a chart and activity sheets.

The 5th grade Unit builds on the knowledge, skill and understanding developed in the K-4 Career Development Units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers and to collaborate with other team members to analyze the data.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Kindergarten: Work roles and responsibilities of family members;
First Grade: Work roles, responsibilities and skills of school workers,
Second Grade: Work roles, responsibilities, skills of community workers,
Third Grade: Work roles, responsibilities, skills and academic knowledge of workers whom students selected to interview.
Fourth Grade: Work roles, responsibilities, skills, and post-secondary training/education required.

In addition, students are expected to have prior knowledge of the Career Path concept and the names/characteristics of careers in each Career Path (see resources for fourth grade units, especially the Career Path Mini-Poster).

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Unit #1 Title: It's Magic! Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 1) **Lesson #** 1 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Resource: *Career Paths Strips* (Master Copy)
Activity Sheet: *Career Graphic* Organizer (copies for students)
Dry erase board, smart board, chart paper, or other visual media

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	**X**	Integrity	**X**	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	**X**	Goal Setting		

Lesson Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers by using a graphic organizer.

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 gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed (during lesson 2) to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet 2).

Lesson Preparation

Essential Questions: How do training and skills affect a person's roles and responsibilities in the community?

Engagement (Hook):
Copy the resource, *Career Path Strips*. Cut the strips apart, and put the strips into the Magic Hat or box, <u>or</u> write the names of the Career Paths along with examples of careers in each path on slips of paper and place into a hat or box. Tell students that magic can happen when people find the work they enjoy. Then, wave your magic wand with great enthusiasm and say: "Hocus Pocus, what career path am I in today?" Pull one Career Path slip out of the hat or box. <u>Example</u>: "Hi! My name is Chris Carpenter. I work for Carpentry, Inc. I make cabinets, install them, and fix wooden furniture. I follow plans and blueprints. I build safe and durable products." Pull Tony Teacher's slip out of the hat/box. How are Tony Teacher's roles and responsibilities different?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
<u>NOTE</u>: For this strategy, you will need display or project the *Career Graphic Organizer*.	
1. After the "hook," encourage students to respond. Discuss with the class the similarities and differences between Tony Teacher's career and Chris Carpenter's career. List the responses on the *Career*	1. Possible responses: Teachers instruct students, write lessons, grade papers, assign work, assign grades, go to meetings, write on the chalkboard, etc.

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Graphic Organizer on display. Begin with Tony Teacher as Career One and list her Roles, Responsibilities, Skills, and Training and Education; Repeat process with Chris Carpenter. After completing the list ask students to talk with a partner to identify the similarities in Chris' and Tony's roles, responsibilities, skills and necessary training and education.	
2. Tell students that the task in this Unit is to compare and contrast roles, responsibilities, skills and training/education of different careers. What does "compare" mean? What does <u>contrast</u> mean? What does <u>compare and contrast</u> mean? Today we will be comparing and contrasting the roles and responsibilities of two careers.	2. Students actively engage in the conversation about the meanings of the terms compare, contrast, and compare and contrast.
3. Remind students that roles and responsibilities may be similar or different depending upon the careers. Are there similarities that <u>all</u> occupations have in common? Are there ways specific occupations are different from all other occupations?	3. Students answer the questions.
4. Divide the class into six groups. Distribute the names of 2 career paths and the activity sheet *Career Graphic Organizer* to each group. As you are distributing the materials to each group, ask students to think for a minute about the many careers in each path. If they were counting, which career path would have the most occupations? What causes the difference in numbers of occupations in each Career Path?	4. When groups receive their assigned career paths (2 per group) group members will identify one career to explore in each of those career paths.
5. Tell students to write the names of the two careers their group identified in the header row (row one) of columns 2 and 3 of the activity sheet *Career Graphic Organizer*. Each group will complete the 2nd and 3rd columns of the graphic organizer for roles, responsibilities, skills of the two careers. Training/Education will be discussed in	5. Students will add information to complete the roles, responsibilities, skills rows for the 2nd and 3rd columns of the activity sheet.

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Lesson 2.	
6. After identifying and listing the roles, responsibilities, and skills in the appropriate rows on the activity sheet, students will study the data and identify similarities and differences between the two careers in roles, responsibilities, and skills.	6. In the 4th and 5th columns, students will identify and list the similarities and differences between the careers.
7. Collect the graphic organizers and save for the next lesson. Close this lesson by reminding students that during the second lesson, they will be completing their career graphic organizers.	7. Students give their group's graphic organizers to counselor.

Teacher Follow-Up Activities

During instruction, discuss the roles and responsibilities for careers related to the teacher's content area.

Counselor reflection notes (completed after the lesson)

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COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

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Counselor/Teacher Resource

Career Graphic Organizer

(Make this page into a large chart, or project it so the class can see it in use)

	Career 1	Career 2	Similarities	Differences
Roles				
Responsibilities				
Skills				
Training & Education				

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Student Activity Sheet

NAME: _____

Career Graphic Organizer

The career I chose to study is:	
Roles	
Responsibilities	
Skills	
Training & Education	

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Unit #1 Title: It's Magic: Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 2) **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Activity sheets: *Career Graphic Organizer* (from Lesson 1); *A Comparison of the Similarities and Differences Among Careers*; *I Can Perform Magic in MY Life!*
Dry erase board, smart board, chart paper, or other visual media

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	**X**	Integrity	**X**	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	**X**	Goal Setting		

Lesson Measurable Learning Objectives

The student will compare and contrast the training and educational requirements for two careers by using a graphic organizer.

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 gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet: *A Comparison of the Similarities and Differences Among Careers*).

Lesson Preparation

Essential Questions: How do training and skills affect a person's role and responsibilities in the community?

Engagement (Hook): Return with the **Magic Hat or Box**, pull out the bundle of activity sheets from the previous lesson. Say, "In today's lesson, we are going to continue to look at the magical world of careers."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
You will use the *Career Graphic Organizers* begun in Lesson 1 for this lesson.	
1. After the "hook," discuss with the class the meaning of similarities and differences. Review the concepts of compare and contrast, and then distribute the *Career Graphic Organizers* from Lesson 1.	1. Students will describe and explain the meaning of similarities and differences – encourage students to expand their thinking beyond explanation and description (e.g., something that's different, isn't always different).
2. Remind students that our task today is to compare and contrast training and education of the careers that you worked on during the previous lesson. Reinforce that training and education may be similar or different with different careers.	2. Students will contribute ideas about what they have observed workers doing that make them similar to and different from each other.

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3. Divide the class into the same groups they were in for the previous lesson. Return each group's *Career Graphic Organizer* and instruct the group members to complete the training and education row for the 2 careers they chose during the last lesson.	3. Each group will complete the Career Graphic Organizer for the two careers they chose during the previous lesson:
4. When each group completes the *Career Graphic Organizer* students will analyze the data and complete the activity sheet, *A Comparison of the Similarities and Differences Among Careers*, summarizing the results of their study.	4. Students complete graphic organizers and present findings to the class.
5. Each group will report one finding of the second part of their study (T-Chart summation) to the whole class.	5. Students will report their findings to the class by using a graphic representation of their chosen career.
6. Unit Closure: Students will write a letter to themselves. The letter will summarize the competence they have gained as a result of participation in the K-5 CG 8 classroom guidance experiences. (See activity sheet: *I Can Perform Magic in MY Life!*)	6. Students will write a letter to themselves highlighting what they have learned about themselves, as well about finding and using information about the world of work and post-secondary training/education. Letters will be placed in their portfolios for safekeeping and will be reviewed, rethought, revised, and/or refined next year.

Teacher Follow-Up Activities

During instruction, discuss the training and education for careers related to this content area.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

A COMPARISON OF THE SIMILARITIES AND DIFFERENCES AMONG CAREERS

We compared the following careers: _____.

Our data indicated the following similarities and differences among the careers studied:

SIMILARITIES	DIFFERENCES
The careers we studied were similar in the following ways: 1. All required workers to have post-secondary training and/or education.	The careers we studied were different in the following ways: 1. The type of training and education varied.

We have reviewed the data presented and verify that it is accurate to the best of our knowledge.

_____	_____
Team Member Date	Team Member Date
_____	_____
Team Member Date	Team Member Date

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<u>ACTIVITY SHEET</u>: I Can Perform Magic in MY Life!

I. M. Magic
1 My Life Lane
Itsmylife, MO 56789
5th Grade Year

Dear Self,

****WoW**** Here we are – fifth grade this year … and on to sixth grade and Middle School next year – and then – like magic – High School Graduation! The time has flown and I have learned about many people, places and things. One magical place I have learned about is the ****WoW**** of people's lives! The **W**orld **o**f **W**ork is that magical place! A magical place where everyone is important! ****WoW**!** A magical place where everyone can be happy!! ****WoW**** The secret (a lot of people don't know this) is that EVERY person can perform magic in his or her own life – even I! All it takes, (according to a man named Frank Parsons who wrote about ****WoW**** in the late 19th and early 20th centuries) is to have knowledge about myself, knowledge about the world of work and workers and, as a result of the first two, the understanding and skills to make decisions about my special place in the ****WoW**** – just like that – Magic!

I want ****WoW**** in my life! It's important, Self, to remember what I have learned about performing magic in MY life! I want to remember:

I. About Me

II. About finding and using Career Information:

III. About Education and Training for careers:

IV. About Planning:

The most important thing for me to remember is:

In order to perform magic in my life…I have to take action!!!

Let's DO IT!!

Me

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training of workers (on-the-job training, apprenticeships, military, tech schools, community college, four-year college) in different career paths. Students will demonstrate this understanding through charts and activity sheets. The 5th grade unit builds on the knowledge, skill, and understanding developed in the K-4 Career Development units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers, and to collaborate with other team members to analyze the data.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do training and skills affect a person's role and responsibilities in the community?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles, responsibilities, training, and education of two careers through use of a graphic organizer.		CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level-3

ASSESSMENT DESCRIPTIONS*: Career Graphic Organizers (completed in groups), Letter to Self about the World of Work (placed in student's portfolio for future reference)	
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)** See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___x__ Journals (Ls. 2) _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Let's Investigate **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes

Best time of year to implement this Unit: Any time after first quarter

Lesson Titles:

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

Sample Career Cards

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):

CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment. (DOK Level - 4)

CD.9.B.05: Identify the skills needed to develop a portfolio. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

B: Students will employ strategies to achieve future career goals with success and satisfaction

C: Students will understand the relationship between training and the world of work.

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

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The students will compare and contrast the training and educational requirements for a variety of careers.
The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Writing to Inform)
__X__ Experiential
_____Independent study (Research Projects)
__X__Interactive Instruction (Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Brief Summary of Unit:
The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.
During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

What prior knowledge do students need to be successful in this unit?
Students need to have an understanding of personal, ethical, and work skills.

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Unit #1 Title: Let's Investigate

Lesson Title: Career Investigators **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.
Activity Sheet: *Career Paths: Working Together in Our Community*
Activity Sheet: *Career Investigation*
Sample Career Cards

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	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

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?

NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): "I have a deck of cards with me, but these are not typical playing cards."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair each student with a partner. "When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity."	1. Students will follow instructions.

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Pass out cards – one per pair. The cards may be color-coded to match the various career paths. NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.	
2. Give one copy of the *Career Paths* information to each pair of students for reference. Review the information regarding the career paths. "Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?"	2. Students will ask questions as needed. Students will determine whether they have enough information.
3. Present students with the *Career Investigation* activity sheet - one per student team. "You and your partner are going be detectives. Your job is to find information about the career that you have been given." Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as *on-the-job training, apprenticeship, trade/technical education,* and *seasonal employment.* Distribute materials to students or have them go to the online resource to begin their investigation.	3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.
4. "You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?"	4. Each student team will report on the information gathered from their investigation.
5. "We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are	5. Students will move to designated areas in response to prompts from the counselor.

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different." Designate corners of the room to allow student teams to "vote with their feet."	
6. "Move to ___ if your career does not require a high school diploma." "Move to ___ if your career requires a high school diploma." "Does the career involve on-the-training or apprenticeship? Move to ____." "Does your career require trade or technical education? Move to ___." "If your job requires a college degree, move to ____. " Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group? Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.	6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.
7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?	7. Students respond.

Teacher Follow-Up Activities

Teacher will review students' activity sheets and may need to allow time for completion before the next session.

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Counselor reflection notes (completed after the lesson)

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Sample Career Cards

Professional Athlete	**Graphic Artist**
Advertising Sales Manager	**Personal Financial Advisors**
Civil Engineer	**Construction Equipment Operator**
EMT or Paramedic	**Chiropractor**

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Agricultural & Food Scientist	**Conservation Agent**
Event Planner	**Childcare Worker**

Human Services:
Event Planner — Childcare Worker

Agriculture/Natural Resources:
Agricultural & Food Scientist — Conservation Agent

Health Services:
EMT or Paramedic — Chiropractor

Industrial Engineering & Technology
Construction Equipment Operator — Civil Engineer

Business Management & Technology
Advertising Sales Management — Personal Financial Advisors

Arts & Communication
Professional Athlete — Graphic Artist

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Career Paths: Working Together in Our Community

Business Path
(Business, Management & Technology)
People who like to work with numbers and be organized

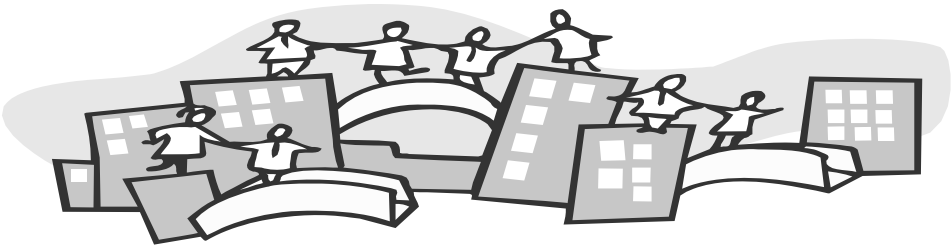
Creative Path
(Arts & Communications)
People who like to draw, write, or perform

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals

Fixing & Building/Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things

Helping Path
(Human Services)
People who like to work with people to make things better for others

Health Path
(Health Services)
People who like to care for animals and people



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Career Investigation

_____

Career

_____

Career Path

What they do: _____

_____

_____

_____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than $10,000/year	$10,000 to $30,000/year	$30,000 to $60,000/year
$60,000 to $90,000/year	$90,000 to $120,000/year	more than $120,000/year

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Unit #1 Title: Let's Investigate

Lesson Title: Putting the Clues Together-- Jonny's Portfolio **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):
CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment.
CD.9.B.05: Identify the skills needed to develop a portfolio.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Example materials for Jonny/Jenny Jones
File folders for example materials
Activity Sheet: *How Did Jonny Do?*
Folders for students

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Lesson Preparation

Essential Questions:
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Engagement (Hook):
The counselor comes into the classroom, looking somewhat harried and distracted. “Students, I have so much to do today. One of my students has asked me to check through his portfolio and let me know what I think about his work so far. I would really appreciate your help with this project.”

NOTE: Before the lesson, prepare portfolios with cut out materials from Jonny Jones. Crumple up one of the papers, and flatten it out so that the paper is creased.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into work groups of three to four students each. Give each group a folder, containing the materials for Jonny/Jenny Jones. "Jonny and Jenny Jones are twins in the fifth grade. *Jonny* has brought his portfolio folder in for me to review. A portfolio is a folder, binder, or other file that holds a collection. A student portfolio should contain examples of materials that would give someone an idea of what type of student and worker Jonny is."	1. Students will move into work groups and listen to the story of Jonny.
2. "Our job today is to review the materials in Jonny's portfolio and decide what story his papers would tell us, if we were thinking about hiring him for an after-school job. A form is enclosed in Jonny's folder, so that you can take notes on your findings." Check for understanding, then have students begin task.	2. Students will then complete the activity sheet, *How Did Jonny Do?*.
3. Once students have completed the task, they will discuss their findings with the class. There may be some disagreement among the groups, such as, was *Jenny's* award placed in *Jonny's* portfolio by mistake? Or did Jonny take her award?	3. Students will contribute to the discussion.
4. Once discussion is complete, review the items commonly found in portfolios. Distribute folders for students to use to begin compiling their own personal portfolios. Designate an area, either in the classroom or the counselor's office where files will be stored, yet students can still have access.	4. Students will list possible items that they may want to place in their portfolios.

Teacher Follow-Up Activities

Remind students that the portfolios are available for them to store copies of important documents.

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Counselor reflection notes (completed after the lesson)

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How Did Jonny Do?

Most portfolios contain the following items. Does Jonny's portfolio contain these?
(Check off those you find.)

- ☐ Awards and certificates
- ☐ Honor Roll information
- ☐ Grade reports
- ☐ Career inventories and research
- ☐ Sample projects/papers

What story do Jonny's papers tell you?
Work Habits:

1. Is Jonny a careful worker? Yes No

What are your clues?

2. Do you think Jonny will show up to work every day? Yes No

What are your clues?

4. Do you think Jonny takes pride in his work and always tries his best? Yes No

What are your clues?

Personal Skills:

5. Do you think Jonny is a caring person? Yes No

What are your clues?

6. Do you think that Jonny always does the right thing? Yes No

What are your clues?

Ethical Skills:

7. Do you think Jonny is honest? Yes No

What are your clues?

8. Do you think Jonny can be trusted to finish a job? Yes No

What are your clues?

What advice would you give Jonny if he asked you for help?

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NAME No name Jonny? GRADE 4

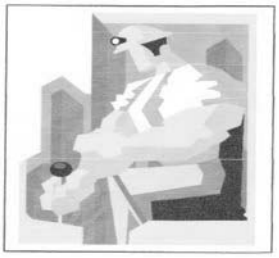
WHERE DO I FIT???

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
   a. Y tools
   b. Y animals
   c. n science
   d. n people
   e. n numbers
   f. n words
   g. Y machines
   h. n musical instruments
   i. m computers
   j. n plants

2. Do you like to:
   a. Y be outdoors
   b. n be inside
   c. Y move around a lot
   d. n stay in one place
   e. Y be with other people
   f. m spend time alone
   g. Y make/fix things
   h. n talk to people



My sister is stupid!

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Johnny Jon

(C+)

What I Want to be when I Grow Up

Incomplete

↳ A fire fighter 'cuz they are cool! They get to wear special gear to keep them safe. My friend's dad works at the fire department. Sometimes we go see him If he's not busy, he lets us check out the trucks and stuff.

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THIS AWARD IS PRESENTED TO:

JENNY JONES

FOR

PERFECT ATTENDANCE 1ST QUARTER

MARY LAMB - PRINCIPAL

1st Quarter Grade Report for:
Jonny Jones

Subject	Grade	Teacher Comment
Reading	B	
Language Arts	C	Late or Missing Assignments
Math	D	Late or Missing Assignments
Science	B	
Social Studies	B	

Attendance: 6 days missed out of 44 days possible

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Let's Investigate The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What are the roles and responsibilities of workers from the different career paths?
2. In what way are those roles/responsibilities alike? Different?
3. What education is needed for workers, who pursue a specified career?
4. What are personal, ethical, and work habit skills that students can develop and/or improve upon?
5. What do the materials in your portfolio say about you?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.		CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. CD.9.A.05: Apply personal,		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 3 DOK Level - 3 DOK Level – 4

		ethical, and work habit skills needed for success in any school or work environment. CD.9.B.05: Identify the skills needed to develop a portfolio.			CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1
2. The students will compare and contrast the training and educational requirements for a variety of careers.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

				L.5.6		
4. The student will identify and apply the skills needed to develop a portfolio.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

ASSESSMENT DESCRIPTIONS*:

Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	_____ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion ___x__ Writing to Inform (Ls. 1,3) ___x__ Concept Formation (Ls. 2) _____ Concept Mapping ___x___ Concept Attainment (Ls.4) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays ___x__ Computer Assisted Instruction (Ls. 3) _____ Journals _____ Learning Logs ___x__ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1,2) _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: Who Am I as a Career? **Grade Level:** 6

Number of Lessons in Unit: 2

Time Required: 2 sessions of 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: "Ideas for Personal Plan of Study/Career Portfolio"
"Career Path Descriptions"
"Career Path Posters" (set of six)
"Occupation Card Sort Answers"

Activity Sheets: "Career Path Group Project Form"
"Occupation Cards"
Tootsie Rolls™ (or similar product)
"Worker Interview" Activity Sheets

Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: "Career Path Descriptions"
Career Path Posters (Set of 6),

Activity Sheets: "Worker Interview"
Career Path Student Surveys
(www.missouricareereducation.org/project/guidelsn/cd2)
Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06: Compare the different types of post-secondary training and education as they

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relate to career choices. (DOK Level – 3) **American School Counselor Association (ASCA) National Standard:** Career Development A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
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. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do the career paths relate to a person's identity?

Unit Measurable Learning Objectives:

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The student will use career and educational information resources to choose one career path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the "Job and Gender Role" survey.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving, Reflective Discussion, Concept Attainment)
_X__ Experiential (Surveys)
_X__ Independent Study (Reports, Assigned Questions, Research Projects)
_X__ Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Brief Summary of Unit:
A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

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Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.
CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
CD.7.C.06: Recognize non-traditional work roles.
CD.8.A.06: Evaluate career and educational information resources.
CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Please note: *This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new "Guidelines for Healthy Snacks" were issued. We retained the use of the Tootsie Roll ™ as an example with the caveat that the presenter review the "Healthy Snack Guidelines" and local school district's implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri's Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
Career Path Posters (Set of 6)
additional Career Path Posters are available through DESE
Occupation Card Sort Answers

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Activity Sheets: Career Path Group Project Form *Occupation Cards* *Worker Interview Form* Tootsie Roll ™ (or similar product)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: 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. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into six career paths.

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Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question/answer, performance activity, etc.
The student will categorize 36 jobs into the 6 career paths.
The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall.	1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?
2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc. Students are given a 5-minute time limit to perform the task.	2. Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, **a recorder** who writes group answers on the project form; a **materials person** who is responsible for bringing materials to and from the group; a **sticky tack or tape person** who is responsible for this item; and a **poster** to post occupation cards on the board/wall. Once the group has made a decision about where each of those jobs fits, the **poster** from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).

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3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)	3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.
4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, "What do you think is in this package?" "How do you know what is inside without seeing the name of the candy?" "Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?" (Arts & Communication)	4. Students will respond to questions as a check for understanding.
5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. "Which career path produces these items?" (Natural Resources)	5. Students will respond to questions as a check for understanding.
6. "Now, imagine that you are working in the Tootsie Roll ™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?" (Industrial & Engineering Technology)	6. Students will respond to questions as a check for understanding.
7. "When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?" (Business, Management, and Technology)	7. Students will respond to questions as a check for understanding.
8. "Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is… (Read from the	8. Students will respond to questions as a check for understanding.

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nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)	
9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)	9. Students will respond to questions as a check for understanding.
10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?	10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.
11. Distribute the *Activity Sheet: Worker Interview* (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner. Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.	11. Students will contribute to list of interviewing skills.
12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the	12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.

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questions as if he or she were working in that work role (encourage outrageous roles). Give students time to review the *Activity Sheet: Worker Interview* from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a "quick-check" of the process. Have partners switch roles and follow the same procedures.	
13. Following students' practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.	13. Students will reflect on process and ask clarifying questions about the procedures and/or process.
14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students' commitment to completing the project. *Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.*	14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.

Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance

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session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

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*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

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*One copy to be posted on the board or wall

ARTS & COMMUNICATION

Creative Path

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BUSINESS, MANAGEMENT & TECHNOLOGY

Business Path

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INDUSTRIAL & ENGINEERING TECHNOLOGY

Fixing and Building Path

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HUMAN SERVICES

Helping Path

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HEALTH SERVICES

Health Path

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NATURAL RESOURCES

Nature Path

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Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	**BUSINESS, MANAGEMENT & TECHNOLOGY**
INDUSTRIAL & ENGINEERING TECHNOLOGY	**HEALTH SERVICES**
HUMAN SERVICES	**NATURAL RESOURCES**

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*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

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Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

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Pest Control Worker	**Zoologist**
Fish Hatchery Worker	**Meteorologist**
Forester/Conservation Scientist	**Farmer**
Actor	**Professional Athlete**
Composer	**Reporter**

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Resource: Occupation Card Sort Answers

Business, Management, and Technology	Arts and Communication	Health Services
Hotel/Motel Clerk	Photographer	Chiropractor
Paralegal	Actor	Dentist
Loan Officer	Composer	Dental Assistant
Computer Programmer	Reporter	Physical Therapy Assistant
Travel Agent	Floral Designer/Florist	Speech Pathologist
Retail Sales Person	Professional Athlete	Nursing Assistant

Industrial and Engineering Technology	Human Services	Natural Resources/ Agriculture
Computer Repair Technician	Lawyer	Fish Hatchery Worker
Printing Press Operator	Firefighter	Meteorologist
Locksmith	Teacher	Zoologist
Welder	Barber	Pest Control Worker
Painter/Paperhanger	Pastor/Priest/Rabbi	Farmer
Architect	Recreation Worker	Forester/Conservation Scientist

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Activity Sheet: Worker Interview

Student Name: _____Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

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Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2) **Lesson:** 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.
CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.
CD.8.B.06: Compare the different types of post-secondary training and education as it relates to career choices.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): **Career Path Descriptions*
**Career Path Posters* (set of six)
*Ideas for Personal Plan of Study/Career Portfolio
Activity Sheets: **Worker Interview Questions* (completed)
Career Path Student Survey
Job and Gender Role Survey
(*Materials introduced in the previous lesson).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students,

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	workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 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 3. Analyze the duties and responsibilities of individuals in societies. 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	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	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 use career and educational information resources to choose one Career Path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the *Job and Gender Role* survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete lesson surveys.
Students will explore and discuss gender roles.

Lesson Preparation

Please Note: *The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios; some districts have adopted portfolio guidelines and do not yet have a system in place; some districts are in the planning stage. We have included some general ideas (see*

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Resource: Ideas for Personal Plans of Study/Career Portfolios); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review information Career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product?	1. Students will participate in the review process.
2. Divide class into small groups to present information gathered during their interviews with workers (see completed *Worker Interview* questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. **(NOTE:** The purpose of this question is to create an awareness of students' unintentional stereotyping of occupations—with the goal of increasing students' awareness of their subtle/hidden biases.)	2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.
3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the *Job and Gender Role Survey* to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning "men only" and "women only" jobs.	3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

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Students will be asked if there are reasons why some careers should not be open to both genders.	
4. Students will be given the *Student Career Path Survey*. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students. *NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.*	4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.
5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys. *NOTE: Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study*	5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories a. Activities of Interest b. Personal Qualities c. Free-time Preferences d. School Subject Preferences Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.

Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

Counselor reflection notes (completed after the lesson)

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Career Path Survey Name _____ Grade _____

*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

Career Path # 1 is _____	Career Path # 2 is _____	Career Path # 3 is _____
Activities That Interest Me o Preparing medicines in a pharmacy o Helping sick people o Working with animals o Helping with sports injuries o Studying anatomy and disease o Performing surgery **Personal Qualities That Describe Me** o Compassionate and caring o Good listener o Good at following directions carefully o Conscientious and careful o Patient **In My Free Time I Would Enjoy** o Volunteering in a hospital o Taking care of pets o Exercising and taking care of myself **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Physical Education **How Many Did I Pick?**	**Activities That Interest Me** o Predicting weather o Predicting or measuring earthquakes o Growing flowers/trees or gardening o Studying rocks and minerals o Raising fish or other animals o Working in a chemistry lab **Personal Qualities That Describe Me** o Helping with problems o Nature lover o Physically active o Problem solver o Observant **In My Free Time I Would Enjoy** o Hiking o Participating in FFA or 4H o Experimenting with a chemistry set **School Subjects/Activities That I Enjoy or Do Well** o Math o Social Studies o Science **How Many Did I Pick?**	**Activities That Interest Me** o Reading or writing stories or articles o Designing and building scenery for plays o Gardening o Taking photographs o Acting in a play or movie o Listening to or playing music **Personal Qualities That Describe Me** o Imaginative o Creative o Outgoing o Using my hands to create things o Performer **In My Free Time I Would Enjoy** o Working on a school newspaper or yearbook o Acting in a play o Painting pictures or drawing **School Subjects/Activities That I Enjoy or Do Well** o Music/Choir/Band o Language o Art **How Many Did I Pick?**
Career Path # 4 is _____	**Career Path # 5 is** _____	**Career Path # 6 is** _____
Activities That Interest Me o Putting things together o Designing buildings o Working on cars or mechanical things	**Activities That Interest Me** o Interviewing people o Using computer programs to do math o Typing letters, forms, banners,	**Activities That Interest Me** o Helping people solve problems o Working with kids o Working with elderly people o Preparing food

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o Using math to solve problems o Gardening o Using tools **Personal Qualities That Describe Me** o Practical o Like using my hands o Logical o Good at following instructions o Observant **In My Free Time I Would Enjoy** o Building stage sets for a school play o Drawing sketches of cars or mechanical things o Working on cars **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Shop **How Many Did I Pick?**	etc. o Keeping records, taking notes at meetings o Working with numbers o Organizing files and paperwork **Personal Qualities That Describe Me** o Practical o Independent o Organized o Like to use machines o Like to be around people **In My Free Time I Would Enjoy** o Being in a speech contest or debate o Using a computer o Volunteering in a local hospital office **School Subjects/Activities That I Enjoy or Do Well** o Speech o Language o Math **How Many Did I Pick?**	o Being involved in politics o Solving a mystery **Personal Qualities That Describe Me** o Friendly o Open o Outgoing o Good at making decisions o Good listener **In My Free Time I Would Enjoy** o Tutoring young children o Helping with a community project o Coaching kids in a sport **School Subjects/Activities That I Enjoy or Do Well** o Language o Social Studies o Speech **How Many Did I Pick?**

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Career Path Student Survey Answer Sheet

Career Path # 1 = Health Services
Career Path # 2 = Natural Resources/Agriculture
Career Path # 3 = Arts & Communication
Career Path # 4 = Industrial and Engineering Technology
Career Path # 5 = Business, Management, and Technology
Career Path # 6 = Human Services

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Jobs and Gender Role Survey

*One copy for each student

Name: _____ Grade: _____

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	Males Only	Both Genders	Females Only
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

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Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

I. Foundation Principles:
   1. The purpose of the portfolio is three-fold:
      a. To serve as a storage/retrieval system for selected student work
      b. To provide students and counselors with a "running record" of students' achievement, their interests, their perceived aptitudes and abilities
      c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
   2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
   3. Your ideas ….

II. Contents
   1. Student's Personal Plan of Study
   2. Assessment Results (Informal and Standardized)
   3. Student's Life Career Goals
   4. Student's Reflections
   5. Your Ideas ….

III. Storage/Retrieval/Access
   1. Student Privacy is of utmost importance
      a. The sensitivity of student-provided content is addressed "before the fact."
      b. Students are able to determine who has access to Portfolio
      c. The district's implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
      d. All access/retrieval policies and guidelines will be "transparent" for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
   2. Storage of Portfolio is the responsibility of the school district
      a. Notebooks?
      b. Electronic?
   3. In the case of some documentation it may be more appropriate for student to maintain information.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Who Am I as a Career? A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do the Career Paths relate to a person's identity?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use career and educational information resources to choose one Career Path, identifying training and education.		CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. CD.7.C.06: Recognize non-traditional work roles. CD.8.A.06: Evaluate career and educational		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2

		information resources. CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.				DOK Level – 3
2. The student will identify males and females in nontraditional work roles by completing the "Job and Gender Role" survey.		CD.7.A.06 CD.7.B.06 CD.7.C.06 CD.8.A.06 CD.8.B.06		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A CD C	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2 DOK Level – 3

ASSESSMENT DESCRIPTIONS*:

Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential _____ Independent study __x___ Interactive Instruction
1 2	See Lessons: Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	**Indirect:** ___x__ Problem Solving (Ls.1) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform ___x__ Concept Formation (Ls.1) ___x__ Concept Mapping _____ Concept Attainment (Ls. 1) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1) ___x__ Assigned Questions (Ls. 1) _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: How Do the Pieces Fit? **Grade Level:** 7

Number of Lessons in Unit: 3

Time Required: Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am…*, *Researching a Career* (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed *Who I Am …* and *Researching a Career* Activity Sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. (DOK – Level 3)

CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes. (DOK – Level 2)

CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society. (DOK – Level 2)

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CD.8.A.07: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	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	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Who am I? What appeals to me?
How are occupations inter-related?
How do people's interests affect career choices?

Unit Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.
The student will research three possible careers and choose one for further investigation.

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The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Concept Mapping)
_X__ Experiential (Surveys)
_X__ Independent Study (Research Projects)
_X__ Interactive Instruction (Discussion, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.
Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Brief Summary of Unit: Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.
When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

Student Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers).
For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

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The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Personal Characteristics

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 1) **Lesson**: 1 of 3

Grade Level: 7

Length of Lesson: one class period

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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:

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete an interest inventory.

Lesson Preparation

Essential Questions: Who am I? What appeals to me?

Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce the interest inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory.	1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.
2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did	2. Post-inventory: Reflect on process and respond to questions

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they "just do it" or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers. (NOTE: It is important that EVERY student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting).	
3. Tell students that the results of the inventory will be used in the next lesson (Unit 1 Lesson 2). When using an online interest inventory, print a copy of each student's results.	3. Students will share closing comments.

Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their career path.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2) **Lesson:** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.
CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.
CD.8.A.07: Utilize career and educational information to explore career paths of interest.
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed career interest inventory (See Lesson 1)
Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic
Activity Sheets: *Who I Am…*, *Researching a Career* (optional)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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.

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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	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose a career of interest to research.

Lesson Preparation

Essential Questions:
How do career interest inventories affect career choices?

Engagement (Hook): Instructor proclaims, “Tomorrow’s the day!”

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Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Say to students: You have to get a job by noon tomorrow!! The magic is … you have the ability get the job of your dreams … a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.	1. Students will identify a job.
2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: • Do your results reflect <u>you</u>? • How do your results fit with the job you identified at the beginning of this lesson? • The person who "takes" an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., "The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.").	2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.
3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again?	3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories …in light of the job they identified earlier in this lesson.
4. Provide instructions for the *Who I Am…* activity sheet and have students complete it by marking an X in the boxes that are like them. ***NOTE:*** *Students may be unfamiliar with the* vocabulary *on this activity sheet. The*	4. Review the *Who I Am…* activity sheet and ask clarifying questions.

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counselor may choose to read the items and offer explanation as questions arise.	
5. <u>Collect the completed activity sheets.</u> Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation.	5. Complete Step 1 of "*Who I Am…* activity sheet; give to counselor after completing.
6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the *Who I Am…* activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into.	6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the *Who I Am…* activity sheet.
7. Help students explore the career information resources available to them – on the internet, in the counselor's office, in the school library.	7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet *Researching a Career* to record information they find during the research they conduct.

Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Researching a Career

Name: _____ Grade: _____

Career: _____

Career path: _____

Average salary/wage: _____ Hours/work days: _____

Describe work and working conditions:

High school courses that will help you prepare for this job:

Education or training needed beyond high school to prepare you for this job:

Adapted from Missouri Guidance The Box, *1998.*

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Activity Sheet: Who I Am …….

Name: _____ Grade: _____

A career I am considering: _____

Career path: _____

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

☐ High salary (over $50,000)	☐ Working in a wet place	☐ Working in a safe place
☐ Middle income ($20,000 to $50,000)	☐ Working in some hazardous surroundings	☐ Working at the same location all day
☐ Low income (under $20,000)	☐ Pleasant working conditions	☐ Working inside
☐ Staying clean	☐ Working outside	☐ Getting dirty
☐ Working in a factory	☐ Working in a rural setting	☐ Working in many areas
☐ Working in a store	☐ Working in an office	☐ Traveling as part of the job
☐ Working in a noisy place	☐ Working with other people	☐ Working in a quiet place
☐ Working in heat	☐ Planning your own work	☐ Working alone
☐ Working in cold	☐ Doing work that provides a chance to be creative	☐ Working in air conditioning
☐ Working in a dry place	☐ Doing the same task each day	☐ Having a high level of responsibility
☐ Following orders	☐ Spending lots of time with your family	☐ Doing different tasks every day
☐ Working a seasonal job	☐ Being your own boss	☐ Having vacation time
☐ Working for someone else	☐ Working short hours	☐ Having flexible hours
☐ Performing mental, rather than physical, tasks	☐ Working a regular 40-hour week	☐ Having respect in the community
☐ Working with details	☐ Working with tools	☐ Performing physical, rather than mental, tasks

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☐ Having good fringe benefits	☐ Manufacturing a product	☐ Performing a service
☐ Working while standing	☐ Working while sitting	☐ Helping people
☐ Doing work that requires a great deal of reading and writing	☐ Competing with others	☐ Working in an expanding career area
☐ Motivating others	☐ Influencing others	☐ Working in a city
☐ Working in the suburbs	☐ Supervising others	☐ Making decisions on the job
☐ Working in a declining career area	☐ No high school diploma or GED required	☐ Social skills required
☐ Listening skills required	☐ Following directions carefully	☐ Trade or technical school required
☐ Working with a chance for advancement	☐ Advanced college degree required	☐ Using writing skills
☐ Using speaking skills	☐ Using reading skills	☐ On-the-job training required
☐ Apprenticeship offered	☐ License required	☐ Memory skills required
☐ Working as a member of a team	☐ Good grooming required	☐ Using science skills
☐ Advanced math skills required	☐ Basic math skills required	☐ Union membership required
☐ Typing skills required	☐ Special skills required	☐ College degree required
☐ Social studies skills required	☐ Good manners required	☐ Working by myself

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box*, 1998.*

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: We Are All Pieces of the Puzzle **Lesson:** 3 of 3

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectation (GLE):
CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed *Who I Am …* and *Researching a Career* activity sheets (see Lesson 2)
Activity Sheet: *Map It Out* concept map (2 copies for each student);
Item(s) purchased locally but produced in another country
A small puzzle

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	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.

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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	Expressing ideas verbally; compare and contrast
	Mathematics	
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six jobs related to a career of interest, using a graphic organizer based on the six career paths.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, portfolio, etc.
Students will be able to use graphic organizers related to careers and career paths.

Lesson Preparation

Essential Questions:
How are occupations inter-related?

Engagement (Hook):
Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

Procedures for Lesson

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Distribute students' completed *Who I Am …* activity sheets. Have them complete the second part of the inventory. With one of the careers they researched in mind, students will mark the items that fit that career with "0".	1. Students will complete the second part of the activity sheet and review the match, asking himself or herself if their preferences would make them a good fit with the occupation they researched.
2. Divide students into task groups. Give each group a *Map It Out* activity sheet.	2. Participate in group discussion while respecting the views of others.

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Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble. Ask the groups to consider related careers. Related careers are those that may not be the specific career goal they had in mind, but would allow students to be professionally involved in the career area desired. With each specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them into the corresponding career path box(es). Encourage the students to come up with as many related jobs in as many career paths as possible. Some jobs may overlap many career paths, while others may not. <u>Example</u>: A specific career may be a news anchor-person. Related careers might include: camera operator, copywriter, free-lance writer, reporter, producer, actor, and sportscaster. Allow 5 minutes for students to complete the activity sheet.	
3. Review the groups' results, soliciting opinions from the rest of the class.	3. When the activity sheet is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group.
4. Present items (products) purchased in the United States but produced in another country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give each group another copy of the *Map It Out* activity sheet to use for this activity, and tell students to place the name of the product in the center and the names of related occupations in the career path boxes surrounding the product.	4. Consider the many people who have work because of this product--in the country of origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion. Students will express different opinions while respecting the opinions of others.

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Allow 5 minutes for students to complete the activity sheet. 5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.	5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.

Teacher Follow-Up Activities

Teacher may want to post *Map It Out* activity sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

Counselor reflection notes (completed after the lesson)

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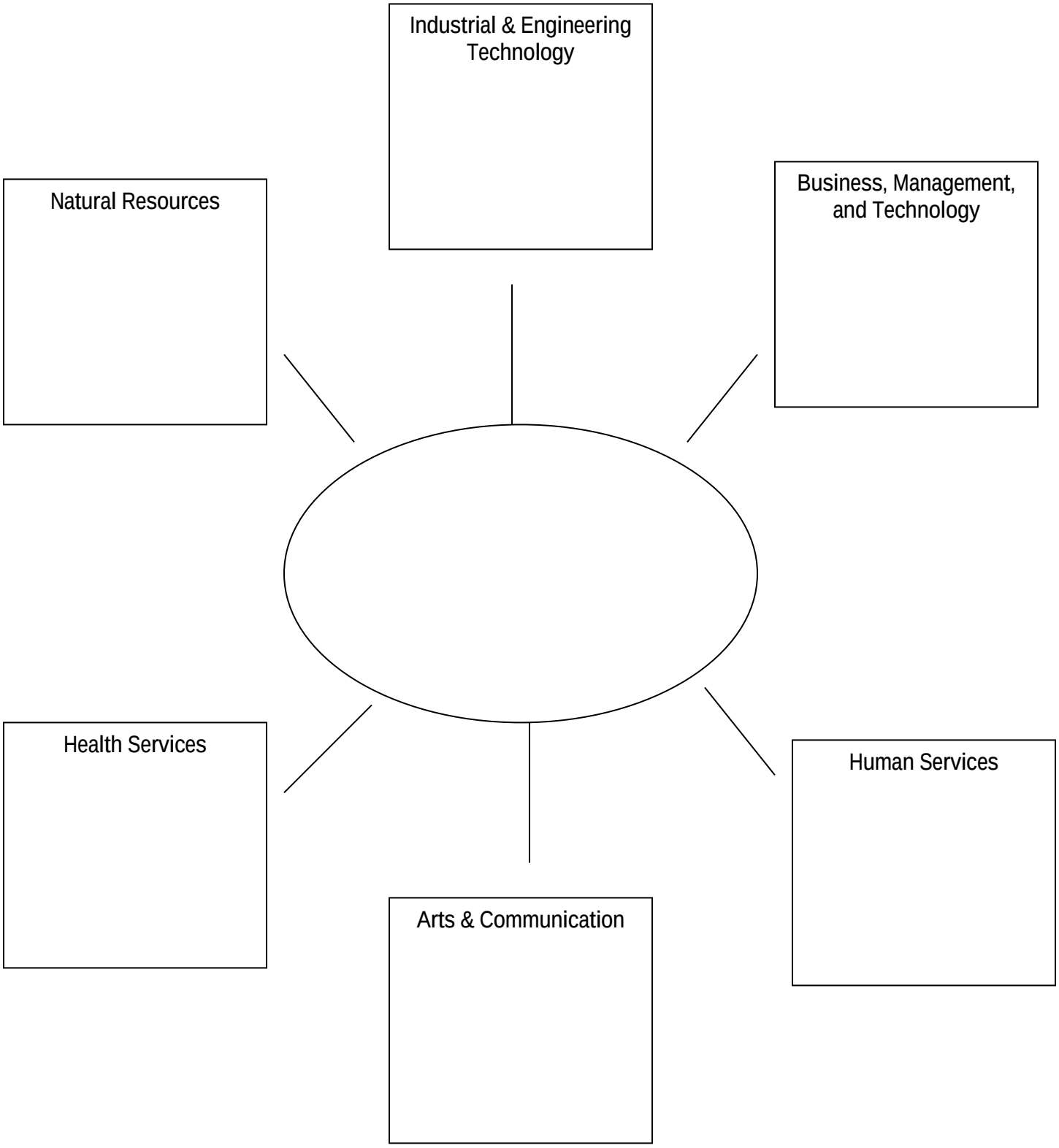
Activity Sheet: Map It Out!



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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: How Do the Pieces Fit? Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path. When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Who am I? What appeals to me?
2. How are occupations inter-related?
3. How do people's interests affect career 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 identify interests and relate that information to career and career paths by completing an interest inventory.		CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK – Level 3 DOK – Level 2

		CD.7.C.07: Recognize the relevance of all work and workers, and their existence in a global society. CD.8.A.07: Utilize career and educational information to explore career paths of interest. CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.				DOK – Level 2 DOK – Level 2 DOK – Level 3
2. The student will research three possible careers and choose one for further investigation.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

				WHST.6-8.9		
3. The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

ASSESSMENT DESCRIPTIONS*:
Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.

Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation ___x__ Concept Mapping (Ls.3) _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 2) _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: How Does Who I Am, Relate to Planning for High School and Beyond? **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-

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Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations: (GLEs)
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08: Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08: Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. (DOK Level – 4)
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used
Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
_X__ Experiential (Narratives)
_X__ Independent Study (Essays, Learning Logs)
_X__ Interactive Instruction (Discussion, Think-Pair-Share, Cooperative 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 identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:
The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:
Work Job Responsibilities of Workers College

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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out **Lesson:** 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.08: Compare personal interests with information about careers and education.
CD.8.B.08: Identify the training and education required for occupations in career paths of interest.
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.
Highway maps or access to Google Maps, MapQuest, etc.
Activity Sheet: *Resource: Portfolio Contents Checklist*
Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the "Mapping It Out" activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:

As you have traveled through your life's journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

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Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, "Today, we are going to plan a trip."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. "When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?"	1. Students will probably express confusion since the counselor has not given them a destination.
2. Choose a destination beforehand that is distant from your students' home town, let students know what that destination is, then begin again with the instructions noted above.	2. Students try to find as many routes as possible to reach the destination in the time allotted.
3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered.	3. Students contribute their ideas.
4. Make the following points through conversation with students. • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices?	4. Students respond to the prompts from the counselor.

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5. "No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?"	5. Students may respond with the following: • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path.
6. "This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor."	6. Students ask questions for clarification.
7. "As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study."	7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.
8. "The first step may be boring for some of us, but we have to do it to prepare for our	8. The resource: *Portfolio Checklist* will guide the organization of the students'

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journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available. "When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio." The resource: "Portfolio Checklist" will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection. Take about 10 minutes to organize the contents of your portfolio.	portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).
9. Distribute *Mapping It Out* activity sheet. "An important part of planning for a trip is thinking about where you've been and where you are now." Explain each section of the activity sheet. Allow time for students to work on through the activity.	9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.
10. "What have you learned today?"	10. Students will respond with their insights.
11. "When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there."	11. Students may have questions that need to be addressed by the counselor.

Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

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Counselor reflection notes (completed after the lesson)

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PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- ☐ Career Path Student Surveys
- ☐ Worker Interview
- ☐ It's All About Me!
- ☐ Ethical Dilemma Scenarios

Grade Level: 7

- ☐ Interview Checklist
- ☐ Who I Am…
- ☐ Researching a Career
- ☐ Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

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Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

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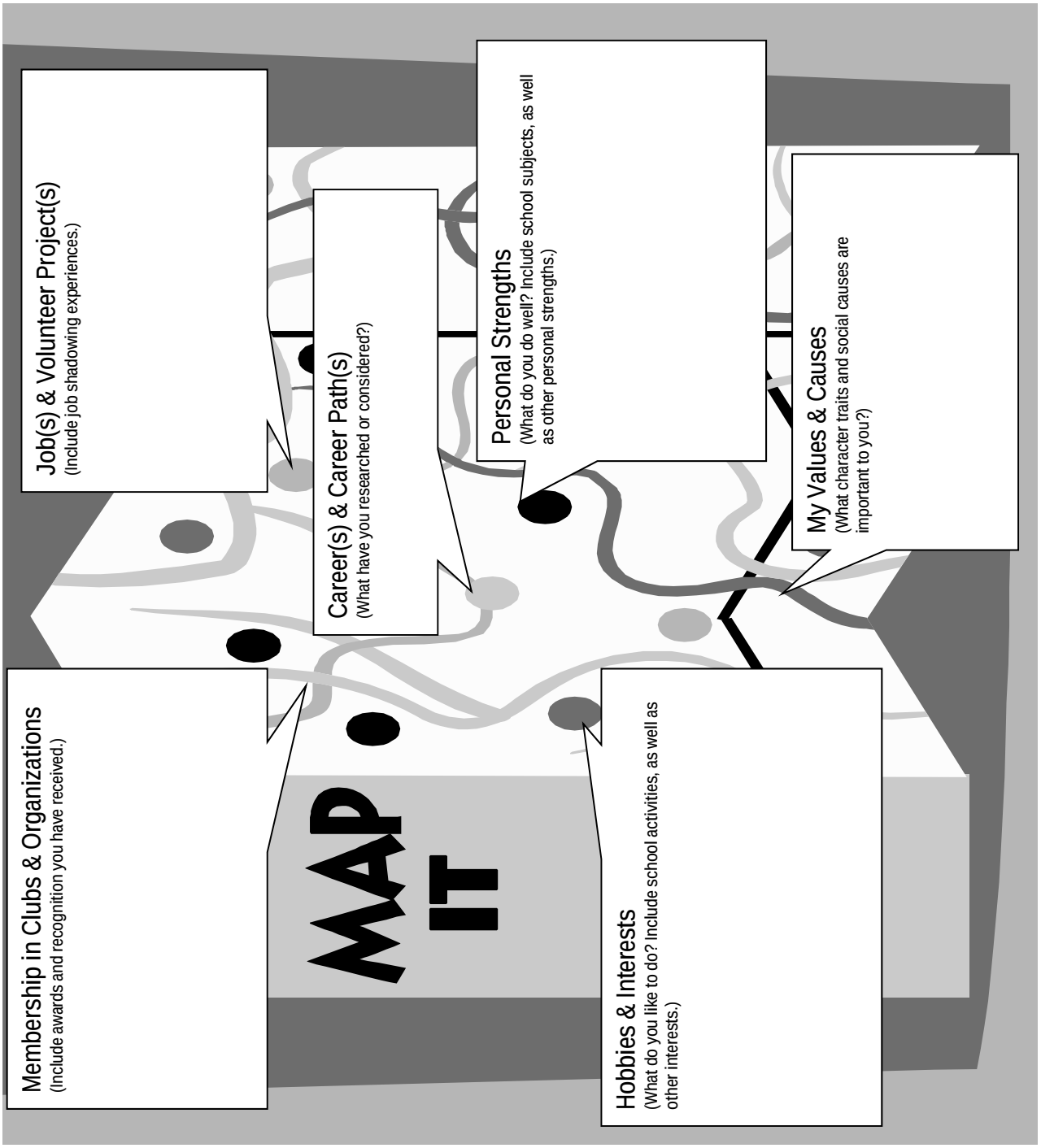
Mapping It—Where You've Been and Where You Are Now
Activity Sheet



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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

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NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
	Communication Arts	
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day's lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

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Lesson Preparation

Essential Questions:
How can I reach my future goals?

Engagement (Hook):
Return with one of the road maps from the previous lesson. "Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to relate hook statements to their own goals and plans. "During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future."	1. Students will volunteer responses that indicate an awareness of the need to establish one's own goals and to develop plans to get to their goals.
2. "First of all, we are going to consider where you've been and where you are now." Using the completed *Resource Checklist* and *Mapping It Out* activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.	2. Students will volunteer one or two concepts they learned and/or discovered about themselves.
3. "Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don't have gas money or you don't plan for the weather, your trip may not go as well as you hoped. Looking at your *Mapping It Out* activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead." While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.	3. Students will review their information and evaluate the area(s) where they may need to improve.

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4. "Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly." Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity. Distribute *Mapping Out Your Personal Plan of Study* activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs. Schools using an online planning service may choose to utilize that service at this point.	4. Students will respond with questions to clarify their understanding.
5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.	5. Students will work individually to complete their high school personal plans of study.

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The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed. *(NOTE: Be prepared for this activity to take two sessions.)* 6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared? Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.	6. Students will review their information with parents/guardians.

Teacher Follow-Up Activities

Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

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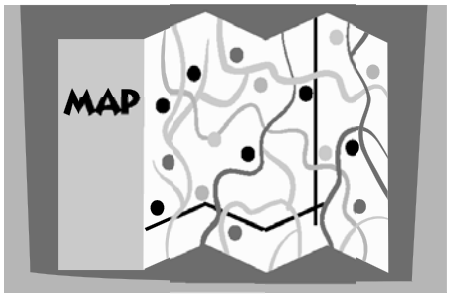
Mapping Out Your Personal Plan of Study



Freshman Year (9th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Junior Year (11th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

_____

Career Path/Career Cluster:

_____

Education/training required:

_____
_____
_____

Sophomore Year (10th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Senior Year (12th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

____ Units of Mathematics
____ Units of Language Arts
____ Units of Social Studies
____ Units of Science
____ Units of P.E.
____ Units of Personal Finance
____ Units of Health Education

District Requirements:

____ _____
____ _____

What are some key school or community-based clubs, organizations, or activities will help you on your way?

_____
_____
_____

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

_____
_____
_____

Who can give you support and encouragement when you get "lost"?

_____
_____
_____
_____

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond? The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 50 minutes each lesson**

ESSENTIAL QUESTIONS:

1. What does a person need to know about him/herself before embarking on career and educational planning?
2. How can a person take control of his/her future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review his/her portfolio and complete the checklist for his/her portfolio.		CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.08: Compare personal		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 3 DOK Level – 3

		interests with information about careers and education. CD.8.B.08: Identify the training and education required for occupations in career paths of interest. CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.				DOK Level – 2 DOK Level – 4 DOK Level – 4
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	___x__ Direct ___x__ Indirect ___x_ Experiential ___x_ Independent study ___x_ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving	**Experiential:** _____ Field Trips	**Independent Study** __x___ Essays (Ls.3)	**Interactive Instruction** _____ Debates

	_____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	_____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1) __x___ Writing to Inform (Ls. 3) __x___ Concept Formation (Ls.2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	__x___ Narratives (Ls.3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals __x___ Learning Logs (Ls.3) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1,3) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning (Ls.2) _____ Jigsaw __x___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Lifelong Learning and Goal Setting **Grade Level**: 9-12

Number of Lessons in Unit: 5 **Time Required for Each Lesson:** 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

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Grade Level Expectations (GLEs):

CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. (DOK Level – 3)

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)

CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK Level – 4)

CD.7.C.11: Identify personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)

CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)

CD.8.B.12: Know and understand the levels of training and education required for life career goals. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production,

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		exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests, strengths, and limitations change over one's lifetime?
Why do people's career choices change?
How does a person share his/her strengths and skills?
What influences what a person wants to do with their life?
Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
The student will apply knowledge of self to develop information to be used for post-secondary applications.
The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Simulations, Surveys)
_X__ Independent Study (Essays)
_X__ Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete his/her Personal Plan of Study.
Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

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How to prepare a *Personal Plan of Study*. High school graduation requirements. Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

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;;Unit 1 Title: Life-long Learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study* and Post HS Requirements **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.
CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study*
A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: "I wish I had known then what I know now" or "If only I had known _____, I would have _____."
Career interest inventory results
List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools an other resources to locate, select and organize information

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	10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will reevaluate, assess (review/rethink), and revise/refine their *Personal Plans of*

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Study, adding information regarding education and training needed for potential career goals as needed.

Lesson Preparation

Essential Questions: How have I changed? **Engagement (Hook):** Open the panel by saying something like: "If I had known then (1957) that I wouldn't be able to buy a Ford Thunderbird on a teacher's salary, I would have saved and invested more money." Invite panel members to share their own "I wish I had known" experiences with the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations, OR they may choose to observe the remainder of the guidance lesson (with students' "permission"). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes); and time for students to review/ rethink/ revise/ refine their individual *Personal Plan of Study*.	
1. Facilitate the panel discussion of community members. Panel members will communicate "things" they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person's narrative).	1. Students will listen and formulate personal questions as the panel members share their "I wish I'd known" reflections.
2. Divide class into small groups. "Assign" a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or misinformation.	2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or misinformation one realizes after being in the chosen profession.
3. Distribute the students' Personal Plan of Study, career interest inventories and results (if available), high school graduation	3. Students will review their *Personal Plan of Study to* remind themselves of the plan they developed in 8th grade.

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requirements (most current Missouri Department of Elementary and Secondary Education and local Board of Education requirements for all students), listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate full-time post-secondary employment.	
4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their *Personal Plans of Study*.	4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.
5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As the counselor reviews revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined *Personal Plan of Study* and return the copy to the student.	5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.

Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Lifelong learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study:* Using the "Occupational Trial Plan"

Grade Level: 10

Lesson: 2 of 5

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet "Occupational Trial Plan" (copy for each student)

Counselor-completed "Occupational Trial Plan" to serve as an example for students' plans (make several copies)

Source: "The Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook,* (Missouri Department of Elementary and Secondary Education, 1980)

Students' *Personal Plan of Study* (initiated in 8th grade and reviewed/revised/refined in subsequent years)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas

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X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the "Occupational Trial Plan" and their individual *Personal Plan of Study*.

Lesson Preparation

Essential Questions:

I've changed my mind about my career plans three (3) times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?
What does the Occupational Trial Plan have to do with my career choice?

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Engagement (Hook):

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank "Occupational Trial Plan" Activity Sheets to students.	1. Following presentation of the counselor's "Occupational Trial Plan, students will create their own plans.
2. Monitor and encourage students' completion of their "Occupational Trial Plans."	2. Students ask clarifying questions as they respond to the questions
3. Divide class into pairs to explain and clarify completed plans.	3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.
4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies.	4. Prior to counselor-review of students' "Occupational Trial Plans", develop questions to be discussed with counselor.
5. After you have had an opportunity to review their plans, return *Personal Plans of Study* to students for inclusion in their "Important Papers" storage system (If your district has not adopted a plan/procedure for students to use to save "Important Papers", encourage students to develop their own).	5. Students will lead the review of their "Occupational Trial Plans" by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store "Occupational Trial Planner

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Teacher Follow-Up Activities

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

Counselor reflection notes (completed after the lesson)

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The Occupational Trial Plan

The "Occupational Trial Plan" will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you'll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view … your responses may be different from those of your friends.)

PART I: ALL THINGS CONSIDERED

Check ( ) when task/activity has been completed **Underline one in each box**

( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
( ) 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
( ) 6. I can tolerate the disadvantages.	Yes No
( ) 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent Good Fair Poor
( ) 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not …willing to leave my home town area.

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PART II: MORE "THINGS" TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

   Cities Rural Areas All Areas

   Offices Manufacturing Plants Other

2. Possibilities for promotion are: ____good _____ fair _____ poor.

3. The earnings I can make in this occupation are: _____satisfactory _____ unsatisfactory for me and the lifestyle I want to live.

4. I have_____ have not_____ discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

6. I have___ have not___ considered the financial requirements of post-secondary preparation for this occupation.

7. I will either meet these financial requirements with my own resources or I will:
   (Check all that apply)
   _____ Apply for financial aid
   _____ Apply for scholarships
   _____ Apply for a student loan from the institution I plan to attend
   _____ Find a job

8. I plan to seek further occupational preparation at one of these institutions:

   Name of Institution Address Area of Study

   a. _____
   _____

   b. _____
   _____

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c. _____

_____

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PART III: ALL THINGS (AND MORE) CONSIDERED:
PRIORITIES FOR THE FUTURE

1. I have discovered that I will be happiest and most successful AT WORK if I ….

2. It will be important that my work is located …

3. Satisfaction during my non-working time, means I ….

4. I will have a sense of stability in my work and non-work life if I …

_____ _____
Signature Date

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Does My Career Fit me? (Venn Diagram) **Lesson:** 3 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.A.11: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

American School Counselor Association (ASCA) National Standard:
Career Development Standard
C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Materials (include activity sheets and/ or supporting resources)

Paper and pencil.
Teacher will need an example Venn Diagram on paper or PowerPoint.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

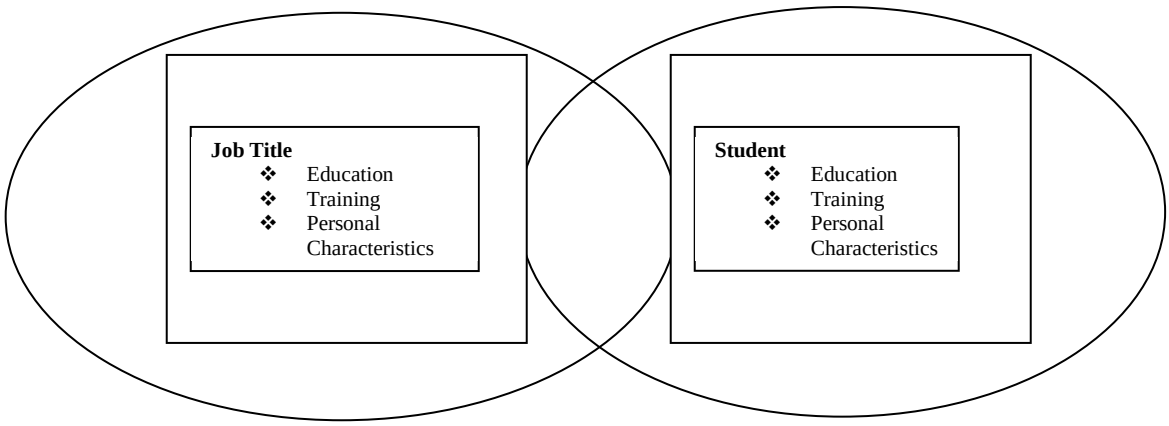
X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in the left-hand section; the education, training and their personal characteristics in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the Venn Diagram.



Lesson Preparation

Essential Questions:

Why is it important that individual characteristics fit with characteristics needed for life career goals?

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Engagement (Hook):

Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on whiteboard via personal example.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor models own Venn diagram.	1. Students observe as instructor models.
2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn diagram.	2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn diagram.
3. Students are instructed to list, in the center section of the Venn diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves.	3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram.
4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work.	

Teacher Follow-Up Activities

Students may need to update *Personal Plans of Study*.

Counselor reflection notes (completed after the lesson)

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Unit #4 Title: Life Long Learning and Goal Setting

Lesson Title: Get Set For College **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level 4)

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

College preparation materials such as ACT "Get Set For College" college planning booklet (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student. (Consider having students download a copy before lesson)

(NOTE: The ACT "Get Set For College" brochure is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will list the six steps to simplify college planning.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.

Lesson Preparation

Essential Questions:
What do I want to do with my life?

Engagement (Hook):
On a map of Missouri, ask students to locate colleges that are of interest to them.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
Note: While this lesson may seem to exclude those who are not going to college – the strategies may	

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be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the message that college is within everyone's reach … if they plan and act!	
1. Instructor passes out "Get Set for College" college planning booklets to each student.	1. Students will engage in reviewing "Get Set for College"
2. Students are guided through the six steps to simplify college planning: a. Know Yourself b. Consider College Characteristics c. List, Compare, Visit Colleges d. Apply for Admissions e. Develop a Plan to Pay for Your Education f. Review and Finalize Your Plans	2. Students work through each step.
3. Students are instructed to identify their NEXT step in college planning and to make a written plan.	3. Students make a future plan.

Teacher Follow-Up Activities

Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the "Get Set for College" college planning booklet.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Post-Secondary Checklist **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.12: Utilize knowledge of the world of work; personal interest; and strengths and limitation to develop short- and long- term post-secondary plans. (DOK Level 4)

CD.8.B. 12: Know and understand the levels of training and education required for life and career goals. (DOK Level 4)

American School Counselor Association (ASCA) National Standard:

Career Development Standard

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Materials (include activity sheets and/ or supporting resources)

Post-Secondary Checklist
pen or pencil

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 8. Explore, prepare for and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify the post-secondary options for which they feel ready.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will fill out the checklist, discuss their results, identify at least two post-secondary options, and develop a transition plan for their current choice.

Lesson Preparation

Essential Questions:
How will I know if I am ready to graduate?

Engagement (Hook):
Have the students take a trip down memory lane. Discuss TV shows they have watched, clothes they use to wear, and activities they participated in: elementary school, middle school, and now. Then, have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Have the students discuss life in elementary school and middle school and now and the changes they have made and have seen in others.	1. Students participate in the discussion.

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2. Discuss how transitioning from high school to college or work is very much like previous transitions they have made.	2. Students participate in discussion. (May have each student contribute by passing it to someone else.)
3. Ask students what they think they need to do to made the transition smooth. Hand out the *Am I Ready* checklist.	3. Students fill out the checklist
4. Have students discuss their choices.	4. Discuss with partner.
5. Students will each share their transition plans.	5. Share plans and discuss

Teacher Follow-Up Activities

Students may need to develop a transition plan for their choice. Discuss transition plans with students.

Counselor reflection notes (completed after the lesson)

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Post-Secondary Checklist

Name:_____Date:_____Teacher:_____

AM I READY:

FOR WORK?

____I KNOW I WILL HAVE ALL OF MY CREDIT FOR GRADUATION
____I KNOW HOW TO FILL OUT AN APPLICATION
____I KNOW WHAT EMPLOYERS LOOK FOR
____I HAVE THE SKILLS AND KNOWLEDGE FOR THE JOB I WANT
____I HAVE A WRITTEN RESUME
____I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

____I KNOW I HAVE ALL MY CREDIT FOR GRADUATION
____I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
____I HAVE TALKED TO A RECRUTER
____I UNDERSTAND THE COMMITMENT AND REPONSIBLITY INVOLVED
____I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING

____I KNOW I HAVE ALL THE CREDIT FOR GRADUATION
____I KNOW HOW TO FILL OUT AN APPLICATION
____I KNOW THE REQUIREMENT S TO 'GET IN' TO THE COLLEGE OR

TRAINING
____I HAVE THE REQUIREMENTS TO 'GET IN'
____I KNOW HOW I AM GOING TO PAY FOR THIS
____I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIMPLOMA (IF NEEDED)
____I HAVE DISCUSSED THIS WITH MY PARENTS
____I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
____I KNOW HOW TO REQUEST MY TRANSCRIPT
____I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

_____
_____

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Goal Setting In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.		CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. CD.7.A.10: Revisit current career and educational plan as it relates to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision. CD B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship	DOK Level – 3 DOK Level – 2 DOK Level – 3

		evolving and/or new interests, strengths, and limitations. CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11: Identify the value of personal contributio ns to the world of work as a result of one's career choices.		L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)

	Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2,3,4) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** ___x__ Problem Solving (Ls. 2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** ___x__ Essays (Ls. 4) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing ___x__ Panels (Ls 1) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3,4) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 4) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 2 Title: Navigating Through the World of Work **Grade Level**: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**

Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**

Missouri Connections, **www.missouriconnections.org**

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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Grade 12
Lesson 4: What Do They Do?
Materials/Special Preparation Required:
None

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)
CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)
CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)
CD.8.A.12: Utilize career and educational information in career decision-making. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources

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	8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests and goals fit together?
How do careers differ?
How does a job shadowing experience affect a person's job choice?
How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
The student will complete a job shadowing experience.
The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

_____Direct
__X__ Indirect
__X__Experiential
__X__Independent study
__X__Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
The occupations that are included in each Career Path/Career Cluster and the

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit 2 Title: Navigating the World of Work

Lesson Title: Career Interest Inventory **Lesson:** 1 of 4

Grade Level: 9

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Materials (include activity sheets and/ or supporting resources)

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or solving problems

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X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a career interest survey, identify careers within the Career Cluster of their choice and apply information to individual exploration of the World of Work.

Lesson Preparation

Essential Questions:
How do interests and goals fit together?

Engagement (Hook):
Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 6 Career Paths and 16 Career Clusters).The interest inventory you choose may be a “pencil and paper” version or an on-line version. Hand out	1. Students observe counselor’s information and refers to own career clusters’ sheet

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selected interest inventory and explain directions OR direct students to online inventory.	
2. Counselor observes and helps students complete inventories.	2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.
3. Help students score and find careers that match their interests.	3. Score and find career/interest matches.
4. Have students share results with a partner. (Be sure to consider students' privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.)	4. Students work with a partner and share their results with each other (as appropriate).
5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class.	5. Students will take turns sharing their partner's choices.

Teacher Follow-Up Activities

Have students write a paper on how their personal interests compare to their career choice.

Counselor reflection notes (completed after the lesson)

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Career Paths

Working Together in Our Community

Business, Management, & Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting*, personnel, economics, and management.*

Arts & Communications

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Industrial & Engineering Technology

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

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THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

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Unit #2 Title: Navigating the World of Work

Lesson Title: Investigating Career Resources **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Listing of Career Paths/Career Clusters posters or handouts
Activity Sheet: Outlook for Jobs in the Future
Computer for each student or paper & pencil
The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**
Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**
On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**
Missouri Connections, **www.missouriconnections.org**
Any other career resource
Career Path Mini Poster

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose one career from 3 of the 16 Career Clusters. They will identify and submit a written report, which addresses educational requirements, average salary, and job outlook for each job.

Lesson Preparation

Essential Question:
How do careers differ?

Engagement (Hook):
Did you know … with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/ Instructional Activities:**
1. Counselor will give students handouts with with Career Paths and Career Clusters and the Activity Sheet: "Outlook for Jobs in the Future". Students will be instructed to select three jobs from the Career Clusters.	1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters.
2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.	2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.
3. Counselor monitors students' progress.	3. Students complete form and ask clarifying questions.

Teacher Follow-Up Activities

Students select one job and interview a person employed in that job. They could then write a paper entitled, "A Day in the Life of……."

Counselor reflection notes (completed after the lesson)

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Career Paths
Working Together in Our Community

Business, Management, & Technology
Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Arts & Communications
Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.

Natural Resources/Agriculture
Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Industrial & Engineering Technology
Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Human Services
Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

Health Services
Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

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THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

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OUTLOOK FOR JOBS IN THE FUTURE

Career Path Career Clusters	Job	Salary	Education	Outlook	Resource Used
Arts & Communication ---------- Arts, A/V Technology and Communications					
Natural Resources Agriculture ---------- Agriculture, Food and Natural Resources					
Business, Management & Technology ---------- Information Technology Finance Marketing Business Management and Administration					
Industrial & Engineering Technology ---------- Science, Technology, Engineering and Mathematics Architecture and Construction Manufacturing Transportation, Distribution and Logistics					
Health Services ---------- Health Science					
Human Services ---------- Human Services Hospitality and Tourism Government and Public Administration Law, Public Safety, Corrections and Security Education and Training					

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Missouri Connections:	**www.missouriconnections.org**
Occupational Outlook Handbook:	**www.bls.gov/oco**
Dictionary of Occupational Titles:	**www.occupationalinfo.org**
ONET:	**www.onetcenter.org**
Other:	**www.careerclusters.org**

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Unit #2 Title: Navigating the World of Work

Lesson Title: Job Shadowing **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.
CD.8.A.11: Synthesize information gathered from a variety of sources.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job shadowing worksheets
Phone contact form
Teacher consent form
Description and checklist
Workplace tips
Thank you letter
Consent participant form
Orientation form
Questions form
Reflection form
Supervision form
List of local businesses and organizations (prepared by counselor)
Counselor Information Sheet for Job Shadowing

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom

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	6. Apply communications techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
X	Social Studies	6. Relationship of individual and groups and institutions of cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a job shadowing experience.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete forms necessary to participate in job shadowing, compete a job shadowing experience and develop a reflection/projection narrative about the implications of job-shadowing experience for the future.

Lesson Preparation

Essential Questions:
How does a job shadowing experience affect a person's job choice?

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Engagement (Hook):
Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.

Procedures

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
Note: This strategy is labor-intensive for counselors. The materials that accompany this lesson will help you organize for the adventure.	
1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing.	1. Students will learn what it means to job shadow.
2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs.	2. Students respond to the counselor's questions.
3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms	3. Students will complete necessary forms and start search for job shadowing placement.

Teacher Follow-Up Activities

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

Counselor reflection notes (completed after the lesson)

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Counselor Information Sheet for Job Shadowing

Goal:
The goal is to have the student experience the world of work through job shadowing.

Role:
The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

Students will:

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
    a. Parental Consent to Participate Form
    b. Transportation Form
    c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience "real life" work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. "What do you like about your job? What kind of skills or training do I need?")

Standards and Criteria for Success:
As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

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Job Shadowing Choices Checklist

Future Job Interests	Local Businesses	Telephone Numbers
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.

2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with _____

Date: _____

Times: _____

3. Be sure all necessary consent forms are completed:

   a. Parent/Guardian Consent Form
   b. Classroom Teacher Permission Form
   c. Transportation Consent/Agreement

4. Review the Workplace Tips Sheet

4. Go on your job shadow

   a. Use List of Prepared Questions
   b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.

6. Write a thank you note to business (sample letter attached)

7. Fill out the Job Shadowing Reflection Form

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Job Shadowing Parent/Guardian Consent Form

Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.

PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, _____, may participate in Job Shadowing.

This Job Shadowing will take place at: _____

on _____.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name:_____Phone:_____

Address:_____City:_____Zip:_____

Parent/Guardian:_____

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

_____ YES _____ NO

If "yes" please explain:

Have you signed a transportation agreement form? _____ YES _____ NO

_____ _____

Signature of Parent/Guardian Date

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Job Shadowing Classroom Teacher Permission Form

The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.

Student: _____ Grade: _____

Job Shadow Experience

Date: _____ Time:_____

Place:_____

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 _____

Period/Block 2 _____

Period/Block 3 _____

Period/Block 4 _____

Period/Block 5 _____

Period/Block 6 _____

Period/Block 7 _____

Block 8 _____

_____ _____
Counselor/Coordinator Signature Date

_____ _____
Parent/Guardian Signature Date

Office given notice of absence? _____ YES _____ NO Date: _____

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Job Shadow Transportation Agreement

I give permission for my child, _____,

to drive a vehicle to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

_____ _____
Parent/Guardian Signature Date

* *

I give permission for my child, _____,

to ride in a vehicle driven by _____
(Person Driving)
to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

_____ _____
Parent/Guardian Signature Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number and each extension.)

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Workplace Tips

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

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Prepared List of Questions for Job Shadowing Experience

- How long have you worked here?

- What are your responsibilities?

- What basic skills and knowledge does he or she use?
  Reading
  Listening
  Applying mathematics
  Listening
  Speaking

- What technical skills are necessary to perform this job well, and how are they used?
  Using computers
  Operating office machines
  Repairing equipment

- Which of the following problem-solving skills are needed, and how are they applied?
  Organizing and planning
  Interpreting and communicating information
  Thinking creatively
  Making decisions
  Analyzing problems

- What interpersonal (or "people") skills are needed, and how are they used?
  Serving customers
  Participating as a team member
  Teaching
  Leading
  Resolving conflict
  Working with cultural diversity

- What type of schooling is required for this job?

- What new skills have been learned since then?

- How might this job change in the next five years? The next ten?

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- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

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Writing A Thank You Letter

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name
Your Workplace Host's Department
Street Address
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,
Sign Your Name

Print your name below your signature

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Job Shadowing Reflection Form

Name _____

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

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Job Shadow Supervisor Reflection

Name of Career/Occupation _____

Company/Business/Industry You Represent _____

Name of Participating Student _____

Was the student properly prepared for the visit? _____Yes _____No

Was the student's behavior appropriate? _____Yes _____No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?
____Yes ____No

Additional comments?

Signature of Job Shadow Supervisor_____

Please return to:
Counselor and/or Coordinator's Name
Name of High School
Address of High School
City, State & zip code

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Unit 2 Title: Navigating the World of Work

Lesson Title: What Do They Do? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: (2) 55-70 minutes (Give time to set up and conduct interview)

Missouri Comprehensive Guidance and Counseling Big Ideas:
CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.
CD.8.A.12: Utilize career and educational information in career decision-making.

American School Counselor Association National Standard (ASCA):
Career Development
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparation Required:
None

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) **Specific Skill(s)**

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X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write an essay from the information gathered through an interview with a person who has a career that is of interest to the student.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After interviewing a person who has a career that is of interest to the student, he or she will write an essay on the information gathered.

Lesson Preparation

Essential Question:

How does one obtain the job they want?

Engagement (Hook):

Do a mock interview with a community volunteer in class. Ask this person how they got their job, what education and or training did they need, what special skills did they need, some other needs for the job, benefits, salary, undesirable aspects of the job, and what made them interested in the job

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Procedures

Counselor Procedures:	**Student Involvement:**
1. After the mock interview, counselor instructs students to brainstorm things they would like to ask someone who has the career they want.	1. Students will brainstorm things they would like to ask someone who has the career they want. Each student will write one thing on the board. All students will copy the brainstormed list to use as a guide to develop their interview questions.
2. Counselor instructs students to interview a person who has the career they would like, leading a discussion on how to approach them for an interview.	2. Students will interview a person of their choice and gather information to bring to class on a specific date to write their essay.
Part 2, Lesson 1 3. Counselor monitors students' progress.	**Part 2, Lesson 1** 3. Students write an essay based on this interview called "A Day in the Life of a /an_____"

Teacher Follow-Up Activities

Students could share their essays with students in younger grade level.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Navigating Through the World of Work This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person's job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		to new career and educational opportunities as the world of work and technology changes. CD.8.A.12: Utilize career and educational information in career decision-making.				DOK Level 4
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the High School Career Development Strand is the "The Ultimate Career Development Experience for Seniors" (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning ___x__ Inquiry (Ls. 3) _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x__ Field Observations (Ls. 3) _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __x____ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ____x__ Interviewing (Ls. 4)

					_____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 3 Title: Respecting All Work **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9
Lesson #1: How I Relate to Others
Materials/Special Preparations Required:
Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.
Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10
Lesson #2: Past, Present, Future (biography of your future)
Materials/Special Preparations Required:
Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11
Lesson #3: Peer Review of My School and Community Activities
Materials/Special Preparations Required:
Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12
Lesson #4: Who Does What?
Materials/Special Preparations Required
Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

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Grade Level Expectations (GLEs):

CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (DOK Level – 4)

CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)

CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA)National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.
The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Concept of the manner in which they relate to others
Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).
An understanding of the term "global society"
Computer skills for research and composition of presentation.

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Unit 3 Title: Respect for All Work

Lesson Title: How I Relate to Others **Lesson** 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work**.**

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities.
Source: The "How I Relate to Others" self-assessment inventory is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3.Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating informal and informal presentations and discussions of issues and ideas
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will work in pairs or small groups to analyze and discuss the results of their "How I Relate to Others" Activity Sheet.

Lesson Preparation

Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How can I measure whether or not I have the necessary skills?

Engagement (Hook):

Before starting the activities of this lesson make the statement: "Ask not what your country can do for you, but what you can do for your country." Then ask "What does President Kennedy's 1961 statement have to do with you, your choice of activities now, and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our inter-connectedness, and our responsibilities to ourselves, each other and our global society. Keep JFK's words in your mind as you consider your career choices and opportunities."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.	1. Students will participate in role-play or participate as observers.

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2. Counselor will distribute the "How I Relate to Others" Activity Sheet. Introduce the Activity Sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the Activity Sheet and ask students to complete the activity.	2. Students will complete the "How I Relate to Others" Activity Sheet.
3. When students have completed the Activity Sheet, the counselor will facilitate a discussion of the activity sheet and students' responses with the group. One of the "prompts" might be: "What do you have to do differently in order to work more effectively with others?	3. Students participate in discussion by talking about specific and/or general items.
4. You may want to collect the activity sheets and save the results for students to review as a part of the 11th grade unit 3 lesson: "Peer Review of My School and Community Activities." (This is another instance when a "storage system" for students' work will be useful!)	4. Students turn in their activity sheets.

Teacher Follow-Up Activities

Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.

Counselor reflection notes (completed after the lesson)

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How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps for using this form are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities which you will work to improve at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being “left out”			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

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Morale-Building Skills	Doing all right	Need to do it more	Need to do it less
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

Emotional Expressiveness	Doing all right	Need to do it more	Need to do it less
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

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Unit 3 Title: Respect for All Work

Lesson Title: Past, Present, and Future **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information an ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The students will recognize the inter-connectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.
The student will be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:

How do people decide what to do with their lives?

Engagement (Hook):

Counselor presents an example of her or his "backward" timeline: Thirty years ago I was _____ years old. I lived in _____. Complete "backward timeline" with examples for each of the areas (see Timeline Activity Sheet).

Procedures

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
1. Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet.	1. Students will observe the counselor's examples.
2. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future.	3. Students observe counselor modeling the biography.

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4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the "My Projected Autobiography" Activity Sheet.
5. Counselor will have students consider and include in autobiography, how his/her life-long goals are inter-connected to other people, work, workers, and the well-being of our planet.	5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.
6. When "My Projected Autobiography" is completed, students will write a single paragraph summary: "Aha! If I want to ____, I will have to _____! Students will save timelines, autobiographies and "Aha Statements" for use during the senior culminating project.	6. Students will "file" completed Activity Sheets and "Aha Statements" to use during their senior culminating project.

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

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Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

PROJECTED CHANGES

Name: _____ Date: _____

Thirty years from now, I will be _____ years old.

I will be living in _____.

Technology	Environment	Economy	World Politics	Health Care

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My Projected Auto-Biography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community, and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go, and identify possible pitfalls and stumbling blocks that might prevent you from getting there – and what you will do to "work around/over/under" the pitfalls/stumbling blocks.

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Unit #3 Title: Respect for All Work

Lesson Title: Peer Review of My School and Community Activities **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will list three activities he/she is involved in that make positive contributions to a global society.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a list of community and school activities.

Lesson Preparation

Essential Question:

How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?

Engagement (Hook):

Show video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students to write a list of their community and school **activities** (beyond "membership" in organizations) from the 9th grade until now. (Note: emphasis is on the "act" in ACTivities. Activities do not have to be limited to "organized activities" (e.g., car washes and bake sales); they can also include individual efforts. The concept of social responsibility is embedded in this strategy.	1. Students write a list of their community and school activities.
2. When students have completed their lists of activities, they will write a statement of the	2. Students will write a statement of the basic concept of their life long goals

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basic concept of their life long goals/ life mission.	(life mission).
3. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other's lists. Taking turns, students will review his or her partner's list of activities and goals and give feedback regarding how the activities relate to the partner's life goals.	3. Peer partner listens to feedback and recommends/suggests changes in his or her partner's activities. The other student receives the feedback and determines the changes that need to be made.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

Teacher Follow-Up Activities

Students write a one page paper on how volunteer activities relate to life long goals.

Counselor reflection notes (completed after the lesson)

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Unit 4 Title: Respect for All Work

Lesson Title: Who Does What? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CG7 Applying career exploration and planning skills in the achievement of life career goals.

Grade Level Expectation (GLE):
CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals**.**

Materials (include activity sheets and/ or supporting resources)

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

10 Steps to Creating a Personal Career Plan - Worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
What careers are important in maintaining a global society?

Engagement (Hook):
Go through the 4 areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Instructor Procedures:	
1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type.	1. Students will read page 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.)
2. Counselor may record each student's type while students read about their type.	2. Students will read about their particular type/temperament. (Pages 32-64)
3. Counselor will lead a discussion on types, using the plotted types on the board.	3. Students will declare their types/temperaments.
4. Counselor will review the material in chapter 6 that will explain the behavior of each type.	4. Students will listen and read along.
5. Counselor will instruct students on how to fill out the "10 Steps to Creating a Personal Career Plan" worksheet.	5. Students fill out worksheet and return to counselor.
6. Counselor will make copies of worksheets and return originals to students.	6. Students will be able to sign up for a small group of their type to discuss career options if interested.
7. Conduct a discussion on how all personality types and careers are valuable in a global society.	7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students' personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the student's portfolio and return originals to the student for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

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10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____ **Your Type : _____**

Step 1-Varifying Type-List 2 Key words phrases that are true about you and give an example of why. List one blind spot true about you and why. (Chapter 3)

Truth: _____ Example: _____
Truth: _____ Example: _____
Blind Spot: _____ Example: _____

Step 2-Go to your Type Chapter and look at the work related (WR) strengths and weaknesses. Choose 2 (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____
WR Strength: _____ Example: _____
WR Weakness: _____ Example: _____
WR Weakness: _____ Example: _____

Step 3-Review your type's Important Criteria for Career Satisfaction then choose the top 5 for you from this list and write them below in rank order from most important as 1 to least 5.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 4-Using your current job or a past job you enjoyed write a situation, on the lines below, of how one of your top 5 (in Step 3) Satisfiers was met.

Situation: _____
_____
_____
_____
_____

Step 5-What interests you? Think about your strongest interests like hiking, running, writing or more general interests such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

_____ _____ _____
_____ _____ _____

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Step 6-Skills-Review the skills listed on page 355. Pick you top 3 skills and give examples of why you think so.

Skill _____ **Example**_____
Skill _____ **Example**_____
Skill _____ **Example**_____

Step7-Careers to Consider-Refer to the Popular Occupations section of your type then list any career that interests you (even if they're not on the list). List at least 5. Briefly note what appeals to you about each.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 8-Evaluating Your Career Options-Analyze each career above asking yourself the following questions:

How well does it make use of my best skills and abilities?
How well does it make use of my work related strengths? (Step 2)
How well does it meet my top 3 criteria for career satisfaction? (Step 3)

Record your observations below:

_____
_____
_____
_____

Step 9-Research Your Potential Career-Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

_____**?**
_____**?**

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use Internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10-Develop a Customized Job Search Plan-Using the Internet, take this information about your type and find out more about the careers that interest you. (Pages 358-359 give examples of how to get started).
Research Career Options, Learn About Specific Companies, Locate Job Opportunities, Identify Educational Training, Network, Prepare and Post Resume……(You have a good start. Step 10 is on your own!)

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E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth

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I

Introverts

Are energized by spending time alone

Avoid being the center of attention

Thinks things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

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S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

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N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

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T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

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F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

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J

Judgers

Are happiest after decisions have been made

Have a “work ethic”: work first play later (if there is time)

Set goal and work toward achieving them on time

Prefer knowing what they are getting into

Product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

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P

Perceivers

Happiest leaving their options open

Have play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Respecting All Work Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. CD.7.C.11:		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.				W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:
Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___x__Concept Formation(Ls.1,2,3) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x___ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing Ls. 1 _____ Panels _____ Brainstorming ___x__ Peer Partner Learning (Ls. 3) ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 3) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2,3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Working Together **Grade Level:** K

Number of Lessons in Unit: 2

Time required for each lesson: 30 minutes

Best time to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Cooperative Puzzles
Materials/Special Preparations Required:
Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4.

Lesson 2: Helping Others
Materials /Special Preparations Required:
Berenstain Bears: Lend a Helping Hand Book (or a similar helping story)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: **Applying Skills for College and Career Readiness and Success**

Grade Level Expectations (GLEs):
CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school. (DOK Level – 2)
CD.9.B.0K: Identify helper jobs that are available in the classroom. (DOK Level – 1)

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
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 and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do people need to learn how to play and work with other people?
Why do people need to be helpers at home and at school?

Unit Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
The student will identify at least two ways he/she is a helper at home and at school.
The student will identify at least one classroom helper job.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X___ Indirect (Problem Solving)
_X___ Experiential (Games, Role Playing)
_____ Independent Study
_X___ Interactive Instruction (Role Playing, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

Brief Summary of Unit:
Students will learn about working in groups to achieve a goal by completing a puzzle using cooperation skills. Students will discuss helping at home and at school, and will identify the feelings they have when they are helpful.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will have some previous knowledge of cooperation skills such as sharing, turn-taking, encouraging others; ability to put puzzles together.
Vocabulary: cooperation/cooperate

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Unit #1 Title: Working Together

Lesson Title: Cooperative Puzzles **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: Flexible (20-30 minutes)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4
Puzzle: 1 puzzle for every 4 students

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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 and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect				

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group and by identifying skills used to complete a puzzle.

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 use participate in the cooperative task and be assessed through observation.

Lesson Preparation

Essential Questions:
Why do you need to learn how to play and to work with other people?
What does it look like when a group is working cooperatively?

Engagement (Hook):
The counselor enters the classroom with puzzles in bags, and asks, "Who likes puzzles?" The counselor hands 3 of the puzzle bags to 3 students. Stops and says, "Oops! I don't have enough puzzles for everyone to have his or her own puzzle. I want everyone to work on a puzzle during our Lesson. What shall I do?" The counselor says, "Hold up your hand if you have a solution for me." (Encourage and accept several responses and guide to share.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Response/Instructional Activities:**
1. When students agree on solution (sharing, working in small groups), assign students to cooperative work groups.	1. Students go to assigned groups.
2. Counselor gives each group one of the puzzles, and instructs the group by role play how to work cooperatively such as turn-taking; sharing; listening; patience; and using kind words.	2. Students will listen and observe.
3. Counselor circulates around the room	3. Students work together to complete their

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observing group interactions for examples of cooperative skills. Counselor makes positive comments to reinforce desired behavior. If conflicts or inappropriate interactions occur, counselor encourages students to solve the problem independently, intervening only if conflict seems to escalate.	group's puzzle using cooperative skills. (Some of the group work would include putting the puzzle away.)
4. When group puzzles are completed, say/ask: "You helped your group be successful. 'Thumbs up' if you are proud of your work. What cooperative skills did your group find important in this activity?"	4. Students contribute ideas (such as sharing, turn-taking, patience, using kind words).
5. Summarize the lesson and close.	5. Students share closing thoughts.

Teacher Follow-Up Activities

Teacher can relate the cooperative skills discussed (turn-taking; sharing; caring; using kind words; listening; patience) to other class activities that utilize teamwork such as helping others and cleaning up after activities. Keep the classroom a place everyone can learn safely.

Counselor reflection notes

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Unit #1 Title: Working Together

Lesson Title: Helping Others **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: Flexible (20-40 min.)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9 Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.B.0K: Identify helper jobs that are available in the classroom.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include activity sheets and/or resources)

A story or book about helping (e.g. Bernstein Bears: Lend a Helping Hand Book)

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance

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X	Respect	X	Helping others		

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
The student will tell the group at least two classroom helper jobs.

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 tell the names of the classroom helper jobs.

Lesson Preparation

Essential Questions:

How does being a helping person make our home and our school better?
What does it look, sound and feel like to be a helping person at home and at school?

Engagement (Hook):

Counselor introduces a puppet friend who has helped picked out a book to read to the class. The counselor will then ask the class for a student helper to turn the pages of the book while the puppet "reads" the book.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension.	1. Students respond to questions.
2. After reading the book, counselor will say to the students, "I would like each of you to describe one time you were a helper at school and at home. (e.g., in the line, on the bus, on the playground, in the cafeterias, home chores). I would like for each of you to describe one time someone else was helpful to you."	2. Students will describe a time they were helpful and/or someone was helpful to them.
3. The counselor will ask, "How did it feel in your heart when you helped? How did it feel to be helped?"	3. Students will share how they felt helping and being helped.
4. "Our class depends on each of us being helpers. In your classroom, there are jobs	4. Students name classroom jobs and tell why each is important.

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every student takes turns doing. What are those jobs? Why are they important?” 5. The counselor will summarize by encouraging students to be helpers at home and at school.	5. Students will share closing comments.

Teacher Follow-Up Activities

The teacher will continue by reading other books associated with helping. The teacher might emphasize the importance of helpers at school.

Counselor Reflection Notes

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Working Together Students will learn about working in groups to achieve a goal by completing a puzzle using group cooperation. Students will learn about helping at home and at school, and will discuss the feelings they have when they have been helpful.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do people need to learn how to play and work with other people?
2. Why do people need to be helpers at home and at school?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will use his/her cooperative skills by working with a group to complete a puzzle.		CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school. CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom.		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6 K.G.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2 DOK Level - 1
2. The student will identify at least two ways he/she is a helper at home and at school.		CD.9.A.0K. CD.9.B.0K.		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1	CD C	DOK Level - 2

				L.K.4 L.K.5 L.K.6		
3. The student will identify at least one classroom helper job.		CD.9.A.0K CD.9.B.0K		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6	CD C	DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	__x___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing (Ls. 1) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: School Jobs, School Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Silly School vs. Super School
Materials/Special Preparations Required:
Silly School Story and Super School Story

Lesson 2: On-the-Job Skills
Materials/Special Preparations Required:
Classroom job activity sheet
Dry erase board/SMART board/other visual display
Pencil, markers, or crayons

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. (DOK Level- 3)
CD.9.B.01: Understand how helper jobs are assigned in the classroom. (DOK Level- 2)

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do students have jobs in the classroom?
Why is it important for people to do their jobs well?
Why is it important to be hones when doing a job?
Why is it important to finish a job carefully and completely?

Unit Measurable Learning Assessment:

The student will identify three personal, ethical and/or work skills needed for school success.
The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare & Contrast, Guided &Sharing-Reading, Listening, Viewing, Thinking)
__X_Indirect (Reflective Discussion, Concept Formation)
____ Experiential
___Independent study
__X_Interactive Instruction (Brainstorming, Discussion, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.

Brief Summary of Unit:
Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.

Student Prior Knowledge:
What prior knowledge do students need to be successful in this unit? Students need to have an understanding of the nature of work at school and at home.

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Unit #1 Title: School Jobs, School Success

Lesson Title: Silly School vs. Super School **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success.
CD.9.B.01: Understand how helper jobs are assigned in the classroom.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Silly School Story
Super School Story

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Observation: Students will participate in discussion by answering questions about personal, ethical, and work habits for school success.

Lesson Preparation

Essential Questions:

Why do students have jobs in the classroom?
Why is it important for people to do their jobs well?

Engagement (Hook): Introduce a puppet named Silly Susie. Explain that Silly Susie is always goofing around and never gets her work done. Do you think your teacher would pick her for an important school job? Why or why not?

Write these words on the board:

Personal Skills **Ethical Skills** **Work Habits**

Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.

Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.

Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.

Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Before the counselor reads the story, the counselor will say, “Silly Susie used to go to school at Silly School. Listen to what the school was like.” The instructor reads the Silly School story.	1. Students listen to the story.
2. The counselor says, “What did you notice about the students at the Silly School?	2. Students respond…(Possible answers: The students were not responsible and respectful. The students didn’t listen. They

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	didn't do their work neatly or on time.
3. The counselor says, "Were the students at Silly School practicing the three skills (personal, ethical, work habit) on the board? How do you know?"	3. Students respond with rationale, e.g., no because the students were unkind, didn't get their work done, and they were not responsible.
4. Before reading the second story, the counselor says, "One day Silly Susie's parents decided to move to a new school named Super School. Listen to what this school was like." The instructor reads the story.	4. Students listen to the story.
5. The counselor says, "What was different about this school? How were the students different?"	5. Students respond. (Possible answers: The students were friendly. Everyone at Super School got their work done. The students listened to the teacher. They played together nicely and the students were honest.)
6. The counselor asks, "Which school do you think has students who were more successful? Why?	6. The students respond and providing rationale for responses.
7. The counselor continues by saying, "Let's think about our classroom. Which school do you think the students in our classroom are more like?"	7. The students respond. Hopefully the students will respond with Super School. Compare differences in the classroom when the students are more like Silly School/Super School.
8. The counselor asks, "What classroom jobs or responsibilities do you have?" List a few on the board.	8. Students share ideas of classroom jobs and responsibilities.
9. The counselor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in "Super School" before ending the lesson.	9. Students participate in the review by defining personal skills, ethical skills, and work habit skills and describing how using those skills help the classroom be a Super School Classroom.

Teacher Follow-Up Activities

The teacher will review the student jobs in the classroom and why they are important. The teacher will also share how they assign the jobs throughout the year.

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Counselor reflection notes (completed after the lesson)

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Silly School Story

Once upon a time, there was a school that was not so great. It was called Silly School. The students at Silly School were not very good about following the rules and they made a lot of mistakes.

Students at Silly School did not do their best work, and they did not finish their work on time. They were not proud of the work they did, but they were too lazy to try very hard. The teachers wanted to be able to tell them they were doing a good job, but that was not the truth. They also did not get good grades because their work was sloppy and usually was not turned in on time.

Silly School's students did not treat each other with kindness and respect. They did not keep their promises, and never helped each other. They did not care about helping to keep their classroom and their school looking good, so everything looked messy. They did not keep track of their own books, pencils, backpacks, coats, and lunch money. They usually did not have the things they needed to do their work well. The students liked the teachers, secretaries, custodians, cooks, and principal. But they were not helpful to them. Whenever they had a helper job, they were sloppy and did not do their best work or finish the job on time. Some of the jobs never got done.

The teachers at Silly School could not count on the students to follow the rules and do the right thing, and the students could not count on each other for help. The students did not care about Silly School; most of them were absent a lot because they did not care about being there every day, and they did not care about learning very much.

Would you be able to learn at Silly School?

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Super School Story

Once upon a time, there was a school that was so great it was called Super School. All of the students tried their best to follow the rules and do everything right.

Students at Super School did their best work, and finished their work on time. They were proud of their work, and the teachers told them they were doing a good job. They also got very good grades.

Super School's students were respectful and kind. They kept their promises, and helped each other. They did their best to help keep their classroom and their school looking good. They kept track of their own books, pencils, backpacks, coats, and lunch money. The students loved to help the teachers, secretaries, custodians, cooks, and principal. Whenever they had a helper job, they made sure to do their best work and to finish the job on time.

The teachers at Super School trusted the students, and the students trusted each other. The students loved Super School so much; all of them had perfect attendance because they wanted to be there every day and learn as much as possible.

Would you be able to learn at Super School?

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Unit #1 Title: School Jobs, School Success

Lesson Title: On-the-Job Skills **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success.
CD.9.B.01: Understand how helper jobs are assigned in the classroom.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Classroom Job Activity Sheet
Dry erase board/SMART board/other visual display
Pencil, markers or crayons to complete the activity sheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.
The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students verbally will list personal, ethical and work habit skills needed for classroom jobs during discussion.
Students will draw pictures of helper jobs in the classroom.

Lesson Preparation

Essential Questions:

1. Why is it important to be honest when doing a job in the classroom?
2. Why is it important to complete a job on time in the classroom?
3. Why is it important to do careful and thorough work when completing a classroom job?

Engagement (Hook): Counselor will refer to dry erase board/SMART board/other visual display, or previously prepared poster boards, with the information listed under counselor directions #1 (Personal, Ethical, and Work Habit Skills). Counselor brings uses Silly Susie puppet that students met during Lesson 1. Susie helps review (referring to dry erase board/SMART board/other visual display). "Is Susie still silly? What is a word that better describes her?" (helpful Susie, honest Susie, organized Susie).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will refer to the job skills information presented. Review each skill. **Personal skills:** helpful, friendly, kind, caring, good listener, and compassion. **Ethical skills:** honesty, doing the right thing, doing your own work (when working independently) and doing your best work. **Work habit skills:** neat, organized, completing work and getting work done on time.	1. Students participate in the review by giving examples of the three skills.

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2. The counselor gives the students a *Classroom Jobs* Activity Sheet with the instructions, and says, "I want you to write or draw four jobs that students are assigned in your classroom. These are jobs that help your classroom be more like a Super School. (This refers to the story "Super School" which is provided in lesson one of this unit.)	2. Students complete the activity sheet (Sample classroom jobs could be drawn: Line Leader, Paper Passer, Board Eraser, Book Organizer, Trash Person or Errand Runner)
3. Once the sheet has been completed the counselor asks students to move into a "Job Sharing Circle." The counselor will write the classroom jobs listed on the board.	3. The students move into the circle and share one idea from their sheet.
4. After the classroom jobs have been identified the counselor selects one of the jobs and asks the students to describe the importance of personal, ethical and work habit skills related to that job. ***Example: Line Leader Classroom Job:*** *Personal Skills needed:* Good leader, polite, good listener friendly and respect for others. *Ethical Skills needed:* Responsible and good role model and quiet in line *Work Habits needed*: Travel quickly from one place to another. Faces forward when leading, Give examples from one or two other jobs if time permits.	4. Students give ideas for the three skills related to the classroom job.
5. Review the importance of classroom jobs and the importance of personal, ethical and work habits when performing classroom jobs.	5. Students share ideas during the review.

Teacher Follow-Up Activities

The teacher asks students to share a job they think they would be good at and why they think they would be good at that job.

Counselor reflection notes (completed after the lesson)

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CLASSROOM JOBS

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: School Jobs, School Success Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do students have jobs in the classroom?
2. Why is it important for people to do their jobs well?
3. Why is it important to be honest when doing a job?
4. Why is it important to complete a job on time?
5. Why is it important to finish a job carefully and completely?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify three personal, ethical, and/or work skills needed for school success.		CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01: Understand how helper jobs are assigned in the classroom.		RF.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 2 DOK Level - 2 DOK Level - 1
2. Students will identify four helper jobs in the classroom by drawing pictures of those jobs.		CD.9.A.01 CD.9.B.01		RF.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	CD B	DOK Level - 2 DOK Level - 2 DOK Level - 1

ASSESSMENT DESCRIPTIONS*: Performance Task: Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.					
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	__x__ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction				
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 1) _____ Writing to Inform __x___ Concept Formation (Ls. 1) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1, 2) _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share __x___ Cooperative Learning (Ls. 2) _____ Jigsaw __x___ Problem Solving (Ls. 1, 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Personal Job Skills **Grade Level:** 2

Number of Lessons in Unit: 2

Time required for each lesson: 30 minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson 1: School Success

Materials/Special Preparations Required:

I Am Wonderful poem written by A. Moffatt
Activity Sheet *Personal Skills for School Success* (one copy for each student)
Crayons, pencils, markers

Lesson 2: My School Job

Materials/Special Preparations Required:

Classroom Helper Job Application Activity Sheet
Dry erase board/SMART board/other visual display
Blank pieces of paper for several small groups

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community. (DOK Level-2)

CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do people need good work habits?
Why is honesty important at work and at school?
What makes a good helper?

Unit Measurable Learning Assessment:

The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.
The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Concept Formation)
__X__ Experiential (Surveys, Simulations)
_____ Independent study
__X__ Interactive Instruction (Brainstorming, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing the activity sheet.

Brief Summary of Unit:
This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.

Student Prior Knowledge:
What prior knowledge do students need to be successful in this unit?
Students will need previous knowledge of personal, ethical and work habit skills.

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Unit #1 Title: Personal Job Skills

Lesson Title: School Success **Lesson:** 1 of 2

Grade Level: 2

Length of lesson: 30 minutes

Missouri Comprehensive Guidance Standard Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Poem *I Am Wonderful!* written by Annie Moffatt
Activity Sheet *Personal Skills for School Success* (one copy for each child)
Crayons, pencils, markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives

The student will identify three skills he/she models in each of the three skill areas: personal, ethical, and work habits.

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 knowledge of personal, ethical, and work habit skills by indicating personal, ethical and work habit skills on an activity sheet.

Lesson Preparation

Essential Questions:
Why do people need good work habits?
Why is honesty important at work and at school?

Engagement: (Hook)
The instructor will read the poem *I Am Wonderful!* and act it out.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor says, "I am going to read a poem called, *I Am Wonderful!* - Watch me as I act it out."	1. Children listen and watch.
2. Counselor reads the poem aloud, and teaches students how to act it out.	2. Students watches and acts it out with counselor.
3. The counselor continues by saying, "I am going to say it again, this time you say with me."	3. Students attempt to say the poem and act it out.
4. The counselor says, "This poem is about ***Personal, Ethical and Work Habit Skills.*** Personal, ethical, and work habit skills are very important every day. Let's say the poem together again."	4. Students say the poem and act it out.
5. The counselor continues with the discussion by saying, "These are skills that help you to be successful in school or on the job. We've talked a lot about personal skills…Do you know what ethical skills are? Do you know what work habit	5. Students give examples of ethical work habit skills (honesty, doing your own work, showing up on time) and positive work habit skills (being organized, completing work, neat work).

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skills are? Instructor writes the terms on the board and continues leading discussion with student examples. Review these skills if they are not shared during the discussion: **Personal Skills** are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. **Ethical Skills** are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. **Work Habit Skills** are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.	
6. Counselor says, "Now we are going to do an activity sheet about personal, ethical and positive work habit skills. We will do the activity sheet together.	6. Students complete activity sheets.
7. The counselor facilitates discussion of each type of skill as students complete activity sheet as a group. For example: "Both are personal *choices*. The best answer is capital A because taking a bath and wearing clean clothes' is a part of being healthy. You feel better when you are wearing clean clothes, too. "Wearing clean clothes" is a Personal Skill that will help you do better in school because you will look and feel better. If you did not mark capital A, erase the mark you made and make a new mark after capital A "Taking a bath and wearing clean clothes". Then put your pencil down.	7. Students will participate in discussion as they complete activity sheet as a group.
8. The counselor reads directions aloud for Part 2 and reviews responses with the class. Correct answers will be discussed.	8. Students continue to complete the activity sheet and discuss answer with the counselor and rest of the class.
9. In closing, the counselor shares that during the	9. Students share closing comments.

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next guidance lesson the class will be discussing classroom jobs.	

Teacher Follow-Up Activities

The teacher can write the words Personal, Ethical and Positive Work Habits on the chalkboard. Have students make a list of three skills they model in the three skill areas.

Counselor reflection notes

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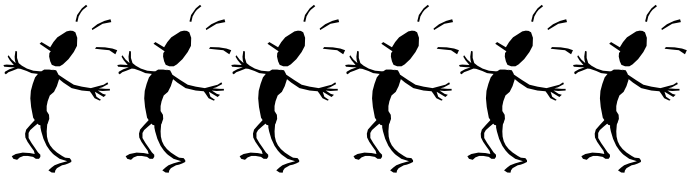
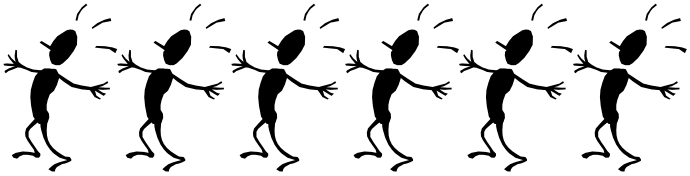


I Am Wonderful!
By Annie Moffatt and Friends

I am…
Smart
Happy
Healthy
Snappy!
(Snap fingers three times.)

I am…
Learning
Sharing
Helping
Caring!
(Cross hands over your heart.)

I am …
Honest
Thoughtful
Tidy
Wonderful!
(Make W's with both hands-first 3 fingers and use that to accentuate each syllable of wonderful.)



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Activity Sheet

Name_____

Personal, Ethical and Work Habit Skills For School Success

Part 1:

Mark an X by the ***PERSONAL, ETHICAL AND WORK HABIT SKILLS*** that will help you be successful in school. Choose the best one on each row.

Part 2:

Once you have completed the checklist go back over the list together with your teacher and classmates and indicate whether the skills are Personal Skills (P), Ethical Skills (E) and Work Habit Skills (WH). Discuss your answers. (Some Personal, Ethical and Work Habit skills may overlap.)

P, E, WH	Skills	Skills	P, E, WH
	A. Taking a bath and wearing clean clothes	a. Wearing dirty clothes.	
	B. Shouting out your thoughts.	b. Waiting your turn to speak.	
	C. Not listening to others talk.	c. Listening to others talk.	
	D. Looking at others when they speak.	d. Not looking at others when they speak.	
	E. Copying another person's work.	e. Doing your own work.	
	F. Asking questions when you don't understand your schoolwork.	f. Not understanding and sitting quietly in class.	
	G. Being bossy.	g. Asking how you can help.	
	H. Washing my hands.	h. Not washing my hands.	
	I. Completing your work on time.	i. Turning your work in late.	
	J. Not brushing my teeth.	j. Brushing my teeth.	
	K. Cheating on a test.	k. Studying for a test with a friend.	
	L. Organizing your work.	l. Having a messy desk.	
	M. Being respectful to others.	m. Being rude to others.	
	N. Keeping a promise.	n. Breaking a promise.	
	O. Using someone's markers without permission.	o. Asking if you can borrow someone's pencil.	

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Unit #1 Title: Personal Job Skills

Lesson Title: My School Job **Lesson:** 2 of 2

Grade Level: 2

Length of lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom.

American School Counselor Association (ASCA) National Standard:
Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Activity Sheet: *Classroom Helper Job Application* (one copy for each student)
Dry erase board/SMART board/other visual display
Blank pieces of paper for several small groups

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives:

The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

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 complete a job application using their knowledge of personal, ethical and work habit skills.

Lesson Preparation

Essential Questions:
What makes a good helper?

Engagement: (Hook) Counselor and another adult staff member engage in a role playing situation to show the differences between appropriate interviewing behavior and behavior that will not lead to being hired.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor engages in a brainstorming activity in which classroom jobs are written on the dry erase board/SMART board/other visual display. The instructor will erase one of the jobs and discuss what would happen if someone quit and there was one else to do that job. What would the consequences for the classroom be?	1. The students brainstorm, listing classroom jobs such as: line leader, board eraser, paper passer, etc.
2. The counselor divides the class into small groups. Group roles are reviewed and assigned.	2. Students move into groups and participate in review of group roles.
3. The counselor assigns each group one of the classroom jobs from the brainstormed list on the board. The students are asked to come up with personal and work habit skills that would be important to have when assigned this job.	3. The recorder is assigned to write down group answers on a blank piece of paper.
4. The counselor gives the class time to work and informs them that they will be sharing their ideas.	4. A group leader is asked to share the ideas for each job that the group came up with.

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5. The counselor will hand out the *Classroom Helper Job Application* Activity Sheet and instruct the students to apply for one of the jobs listed on the board by completing the application.	5. Students will use their knowledge about personal, ethical and work habit skills to complete the *Classroom Helper Job Application* Activity Sheet.

Teacher Follow-Up Activities

The students turn in their job application to the teacher. The teacher reviews the job applications and gives feedback to the student. The teacher may want to assign jobs related to personal skills of the students.

Counselor reflection notes

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Classroom Helper Job

2nd Grade Job Application

First Name_____

Last Name_____

Age_____ Grade_____ Date_____

Teacher's Name_____

I would like to do these classroom jobs: _____

_____

I want to be a helper because _____

_____

_____

I would be a good helper because _____

_____

_____

Circle your qualities:

Honest	Responsible	Reliable
Neat	Clean	Helpful
Follows Rules	Good Listener	Kind

Teacher Use Only

_____

_____

_____

_____

_____

_____

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Personal Job Skills This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do people need good work habits?
2. Why is honesty important at work and at school?
3. What makes a good helper?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.		CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community. CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level-2 DOK Level-3
2. The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.		CD.9.A.02. CD.9.B.02.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B	DOK Level-2 DOK Level-3

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing activity sheet

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: School Success Lesson 2: My School Job
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: School Success Lesson 2: My School Job

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __x___ Concept Formation (Ls. 1, 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __x___ Simulations (Ls. 2) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __x___ Surveys (Ls. 2)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1, 2) _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Skills for Success **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: Getting Ready for Success, Part 1

Materials/Special Preparations Required:

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.

3 Large pieces of paper – 1 titled "Personal Skills", 1 titled "Ethical Skills", and 1 titled "Work Habit Skills"

Resource 1: Missouri Mule Poem

Lesson # 2: Getting Ready for Success, Part 2

Materials/Special Preparations Required:

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students (cut into strips prior to lesson)

Large Venn diagrams for each group

Tape for each group

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):

CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. (DOK Level-2)

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate written, visual, and oral presentations and works 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions

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	

Unit Essential Questions:

How are skills related to success?

Unit Measurable Learning Objective:

The students will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare and Contrast, Guided and Sharing-reading, listening, viewing)
__X_ Indirect (Concept Mapping)
_____ Experiential
_____ Independent study (Research Project)
__X_ Interactive Instruction (Peer Partner Learning, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students categorize skills into group areas of: personal skills, ethical skills, and work habits, and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.

Brief Summary of Unit:
Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

What does success mean? Students need knowledge of skills important for school success.

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Unit #1 Title: Skills for Success

Lesson Title: Getting Ready for Success, Part 1 **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials and Resources (include activity sheets or supporting resources)

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.
3 Large pieces of paper – 1 titled "Personal Skills", 1 titled "Ethical Skills", and 1 titled "Work Habit Skills"
Resource 1: Missouri Mule Poem

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Creativity		

Lesson Measurable Learning Objectives

The student will categorize personal skills, ethical skills, and work habit skills.

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 verbally respond to the following questions: Which category does each skill fall into? Do skills fall into more than one category?

Lesson Preparation

Essential Questions: How are skills related to success?
Engagement: (Hook)
Read the *Missouri Mule* poem aloud – Discuss the personal, ethical, and work habit skills (or lack thereof) that the mule exhibits. In the discussion of the mule's skills, identify the personal skill then hold up the personal skills sign and hang in one area of the room. Do the same procedure with the other two skills.

Review what personal, ethical and work habit skills are:
Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. Counselor says, "I have listed some personal, ethical, and work habit skills on slips of paper. Each of the skills will fit into at least one of the categories on the signs: Personal Skills, Ethical Skills or Work Habit Skills. You will each draw out one of the slips of paper. When I say "Show Me", walk to the appropriate section of the room where your work skill would belong."	1. Students take a slip of paper, and upon hearing the "Show Me" command they move to the appropriate area of the room.

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2. Proceed to one of the areas and choose a student to read the skill on his/her slip of paper and explain why he/she went to that area of the room.	2. Student reads his/her skill and gives the reason he/she went to that area.
3. Ask if that skill could also go in another area.	3. Student identifies other areas that the skill could fit into, and their rationale.
4. Follow same routine until all students have shared.	4. Students follow same response procedure.
5. Close the lesson by having the students rewrite the *"Missouri Mule"* poem or by writing a poem of their own using the positive Personal Skills, Ethical Skills, and Work Habit Skills shared during the lesson.	5. Students share their poem.

Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal Skills, Ethical Skills, and Work Habit Skills to the work students do in the classroom.

Counselor reflection notes

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Activity Sheet 1

Personal Skills, Ethical Skills, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people's property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can't say something nice, don't say anything at all.		

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Resource 1

Missouri Mule Poem

There once was a mule in a field,
His stubbornness was his shield.
He kicked and he fussed,
He rolled in the dust.
So his unhappy fate was sealed.

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Unit #1 Title: Skills for Success

Lesson Title: Getting Ready for Success, Part 2 **Lesson** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Materials (include activity sheets and/ or supporting resources)

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students—(cut into strips prior to lesson)
Large Venn diagrams for each group
Tape for each group

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.

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 categorize personal skills, ethical skills, and work habit skills needed for success in work and school by completing a Venn diagram.

Lesson Preparation

Essential Questions:
How are skills related to success?

Engagement: (Hook)
Review of poem and activity from previous session.
Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into groups of 4 and hand out Venn diagram, skill strips, and tape to each group. (Venn diagram has two overlapping circles, one labeled school success skills and the other labeled community worker skills).	1. Students get into their groups.
2. Instruct students to tape each skill strip in the appropriate category on the Venn diagram.	2. Students tape skill strips in the appropriate category.
3. Teacher asks the group to nominate a spokesperson for the group. That person will give a report summarizing their finished Venn diagram.	3. Within each group, a spokesperson is nominated and that person gives a report summarizing their Venn diagram.

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Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal skills, Ethical skills, and Work Habit skills to the work students do in the classroom.

Counselor reflection notes

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Activity Sheet 1

Personal, Ethical, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people's property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can't say something nice, don't say anything at all.		

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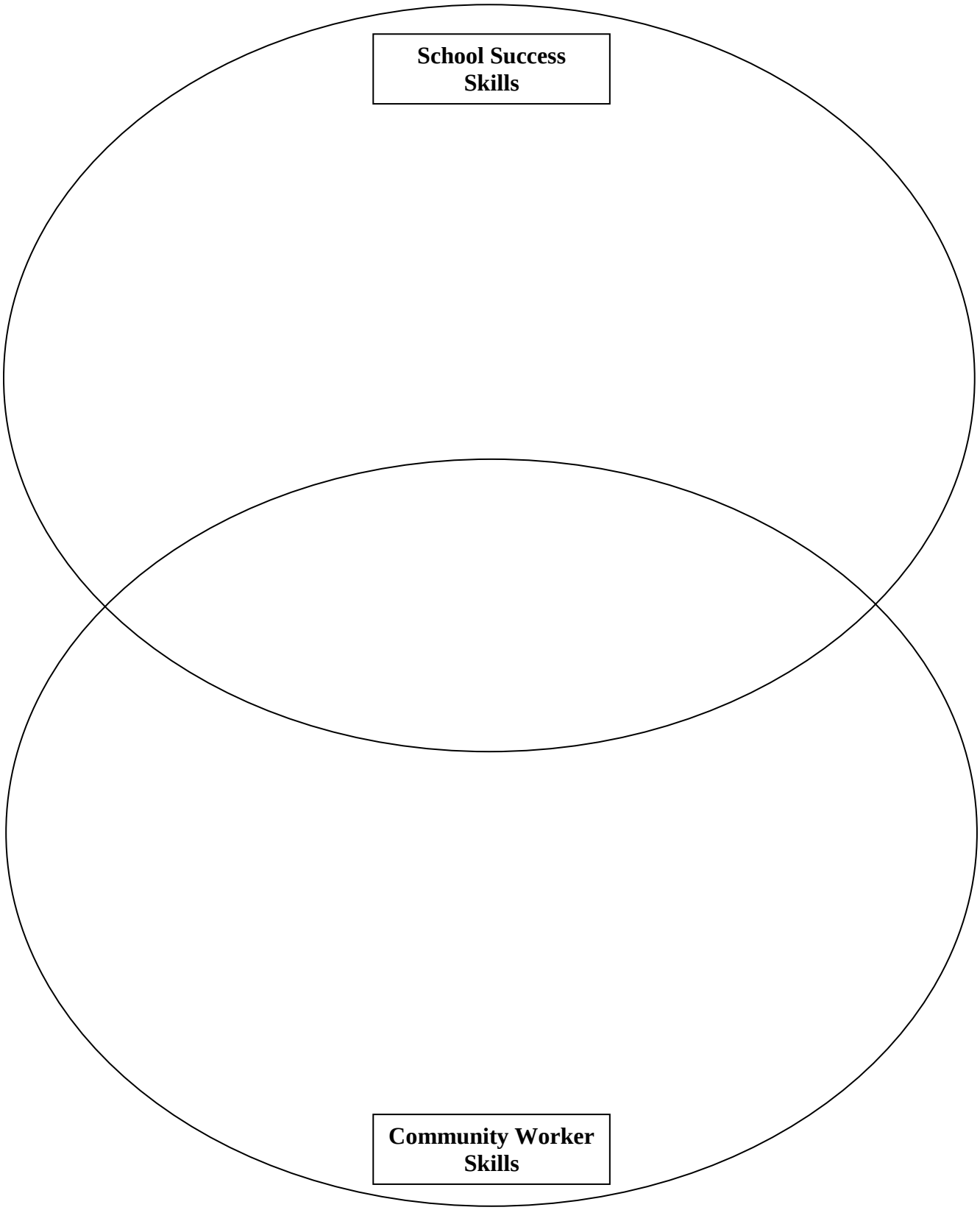
Venn diagram



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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

Grade Level/Course Title: 3 / CD9-Gr3-Unit1 Course Code: Career Development

UNIT DESCRIPTION: Skills for Success Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes per lesson

ESSENTIAL QUESTIONS:

1. How are skills related to success?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLSs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize personal skills, ethical skills, and work habits skills.		CD.9.A.03 Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level-2
2. The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.		CD.9.A.03		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C	DOK Level-2

ASSESSMENT DESCRIPTIONS*:
Students categorize skills into group areas of personal skills, ethical skills, and work habits and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping (Ls. 2) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __x___ Peer Partner Learning (Ls. 1, 2) __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #2 Title: Worker in our School Community **Grade Level:** 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 – 45 minutes

NOTE: This Unit includes a job shadowing experience with a worker in the school. The time required for the shadowing experience is not included in the time estimates.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Me and My Job Shadow, Part 1

Materials/Special Preparations Required:

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job

Paper and writing materials for students to take notes

Activity Sheet: *School Job Ranking*

Lesson 2: Me and My Job Shadow, Part 2

Materials/Special Preparations Required:

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

Activity Sheet: *Job Skills*

Activity Sheet: *School Job Ranking* (completed during Lesson 1)

Lesson 3: Me and My Job Shadow, Part 3

Materials/Special Preparations Required:

Prior to this lesson, students will have had an opportunity to job shadow a school employee

Paper for thank you notes, pencils, crayons, and markers

Activity Sheet: *Thank you*

Activity Sheet: *Job Shadow Reflection*

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):

CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school. (DOK Level- 3)

American School Counselor Association (ASCA) National Standard:

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to develop skills to obtain jobs?

Unit Measurable Learning Objective:

The student will identify five skills needed to perform helper jobs within the school system.
The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.
The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare and Contrast, Demonstrations, Guided & Shared)
_X_ Indirect (Inquiry, Writing to Inform, Concept Formation)
_X_ Experiential (Field Observations)
_X_ Independent study (Homework)
____ Interactive Instruction

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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Brief Summary of Unit:
Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Every job is important and requires basic skills. Students need to know basic work skills to be successful in school and work.

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Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 1 **Lesson** 1 of 3

Grade Level: 3

Time Required: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.
Paper and writing materials for students to take notes.
Activity Sheet: *School Job Ranking*

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify five skills needed to perform helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.

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 the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:
Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the wall. Ask the students: What is this? What is a shadow? What does a shadow do?
Let some of the students make shadow in front of the flashlight.

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Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell the students that in the coming days, they will possibly have the opportunity to "job shadow" with school personnel of their choice in the near future. Ask students if they know what job shadowing means. Why would it be important for students to job shadow people in the working world? If it's not possible to job shadow individually then the counselor can arrange for small groups or classes to visit different workers in the building (school cook, secretary, custodian, principal, counselor). Explain to the students that today (or this week) they will be listening to several speakers who are members of the school community. These speakers will be discussing the skills necessary for their jobs as well as the tasks they perform on a daily basis.	1. Students will listen to the speakers and take notes on the information.
2. Introduce each speaker to the class and the speaker will talk for the allotted amount of time. (3-5 minutes each). Each speaker will follow this format. Speakers will: • Introduce themselves and share their job title. • Tell some important responsibilities they have with their job. • Tell what school skills they use on the job (reading, writing, math…)	2. Students will listen to the speakers and take notes on the information.
3. After the last speaker, tell the students that between now and the next class session, students need to rank their top three choices and write a paragraph describing their reasons for the choices they made. Develop your own ranking sheet or use the one provided with the lesson *School Job Ranking* Activity Sheet. The students can write their paragraph on the back of the ranking sheet.	3. During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.

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Teacher Follow-Up Activities

Ask the classroom teacher to allow students time to finish ranking job shadowing preferences and their rationale for their choices.

Counselor reflection notes

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Activity Sheet

School Job Ranking Sheet

(Rank your top 3)

_____ Principal

_____ Assistant Principal

_____ Secretary

_____ Custodian

_____ Speech Pathologist

_____ Teacher

_____ Counselor

_____ P.E. Teacher

_____ Media Specialist

_____ Music Teacher

_____ Bus Driver

_____ Art Teacher

_____ _____

_____ _____

_____ _____

_____ _____

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Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 2 **Lesson** 2 of 3

Grade Level: 3

Time Required: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Student rankings of helper roles and paragraph summary from Lesson 1
Paper, highlighters, colored pencils, or crayons.
Job Skills Activity Sheet
School Job Ranking Activity Sheet (completed during Lesson 1)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating 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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.

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 the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:

Why is it important to develop skills to obtain jobs?

Engagement (Hook):

Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.
Explain the opportunity to job shadow with school personnel of their choice

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. Tell students that today they will use their ranking sheet, and what they wrote about job shadowing from the previous lesson (*School Job Ranking* Activity Sheet completed during Lesson 1). Ask several to explain the rationale for their choices.	1. Students will discuss what they wrote at the end of Lesson 1.
2. Using the *Job Skills* Activity Sheet, instruct the students to select their top 3 choices on the *School Job Ranking Sheet* one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct	2. Students will create a comparison list.

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students to use their highlighter to mark the skills that the student possesses now on the 3 top ranked jobs.	
3. After completion of the of *Job Skills* activity sheet, instruct the students to identify skills they have in common. Based on this information, re-rank their choices for job shadowing.	3. Students reevaluate their top three choices to make sure they match the skills.
4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed.	4. Students will participate in job shadowing when assignments are made.

Teacher Follow-Up Activities

Work with the classroom teacher to schedule some time for the students to job shadow a school worker prior to Lesson 3.

Counselor reflection notes

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Name: _____ Date: _____

Job Skills Activity Sheet

School Worker _____

List skills needed to be successful at this job.

_____

_____

_____

_____

_____

_____

_____

_____

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Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 3 **Lesson** 3 of 3

Grade Level: 3

Time Required: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Prior to this lesson, students will have had an opportunity to job shadow a school employee
Paper for thank you notes
Pencils, crayons, and markers.
Activity Sheet: *Thank you*
Activity Sheet: *Job Shadow Reflection*

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to

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		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

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.
Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Lesson Preparation

Essential Questions:
Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
The job shadowing experience will be the engagement for this lesson.

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instruct students to complete the *Job Shadow Reflection* activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced.	1. Students will complete the activity sheet.
2. Ask the students to share, with a partner, one thing he or she learned during the job	2. Each student will share one thing he or she learned during the job shadowing

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shadowing experience. 3. Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker use during the job shadow experience. 4. Students will use the *Thank you* Activity Sheet to write a thank you note to the person he/she job shadowed. 5. Arrange for delivery of thank you notes to the appropriate people by students or you.	experience. 3. Each student will share one skill he or she used or observed during the job shadow experience. 4. Students write thank you notes to the school staff member he or she job shadowed.

Teacher Follow-Up Activities

Work with classroom teacher to allow time for students to deliver thank you notes.

Counselor reflection notes

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Thank You Activity Sheet

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

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Job Shadow Reflection Activity Sheet

I did my job shadowing with _____.
(Name)

She/He is a _____.
(Job title, i.e. school librarian)

I observed _____ perform the following tasks:
(Name)

1._____ (i.e. shelve books)

2._____ (i.e. check out books)

3._____ (i.e. sort books)

For a person to be _____, they would need the
(Name)
following skills:

1._____ (i.e. organization)

2._____ (i.e. cooperation)

3._____ (i.e. communication)

Three of the skills I possess the would make me a successful _____

_____ are:
(job/career student selected to shadow)

1. _____

2._____

3._____

Two of the things I most enjoyed about shadowing _____

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_____ were: _____
(Name of individual the student shadowed)

and _____.

Two things I observed that would be hard for me to perform this career/job

are _____ and _____.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Workers in our School Community Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30-45 minutes per lesson

ESSENTIAL QUESTIONS:

1. Why is it important to develop skills to obtain jobs?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five skills needed to perform helper jobs within the school system.		D.9.B.03: Identify and apply the steps to obtain helper jobs within the school.		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level- 3
2. The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

3. The student will write a rationale describing possible jobs to shadow.		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3
4. The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

ASSESSMENT DESCRIPTIONS*:

Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction

1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 2) _____ Didactic Questions __x___ Demonstrations (Ls. 1) __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 1) _____ Reflective Discussion __x___ Writing to Inform (Ls. 1) __x___ Concept Formation (Ls. 1) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging __x___ Field Observations (Ls. 2) _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __x___ Homework (Ls. 2) _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Working Together **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Personal and Ethical Skills

Materials/Special Preparations Required:

- Writing paper and pencils for each student
- Dry erase board/SMART board/other visual display to compile brainstorming ideas
- Chalk or markers as needed

Lesson 2: Going for the Gold!

Materials/Special Preparations Required:

- Large blankets (enough for 1 blanket per 5-7 students)
- Gold medal for each blanket, and one for the counselor
- List of words brainstormed in Lesson 1
- An area with floor space large enough for blankets to be spaced so as to allow groups room to "maneuver" blankets (e.g. gymnasium).
- Masking tape, paper and pencils
- Stop watch

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):

CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people. (DOK Level- 2)

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom

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	3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What communication skills do people need in order to be successful in the world of work?
How do people show respect for others' ideas and differences?

Unit Measurable Learning Objectives:

Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group of people.

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Unit Instructional Strategies/Instructional Activities:

___X_ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
___X_ Indirect (Writing to Inform)
___X_Experiential (Role-Playing)
____Independent Study
___X_Interactive Instruction (Brainstorming, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

Brief Summary of Unit:
Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay. Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to know how to work in small groups cooperatively and skills needed for success in school and groups.

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Unit 1 Title: Working Together

Lesson Title: Personal and Ethical Skills **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Writing paper and pencils for each student
Dry erase board/SMART board/other visual display, and markers as needed

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
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

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

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 work together and generate a list of skills needed to work with diverse groups of people.

Lesson Preparation

Essential Questions:
What does it look like when someone doesn't respect another person's ideas and differences?
What does it look like when someone does respect another person's ideas and differences?
What communication skills do people need to have to be successful in the world of work?

Engagement (Hook): Select 6 students to stand in front of the class. The counselor will ask, "What does "diverse" mean to you? Is this a diverse group? If so, how is it diverse?" Share how this group is diverse.

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: This is the first of two lessons. In this lesson students will be working individually; in the second lesson students are assigned a group goal requiring them to work in a group.	
1. "What does 'diverse' mean to you?" Write student responses on dry erase	1. Students will brainstorm the meaning of "diversity." Their definitions will

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board/SMART board/other visual display. Tell students, "When we work in groups – we work with people who are similar to and different from us in many ways. We call this 'diversity'. The people in the groups are diverse. For this lesson and the next, we are going to be examining the personal and ethical skills people need in order to accomplish goals through working together. What do you need to do to show respect to and acceptance of other people when working together?" (To stimulate their thinking -- give examples of times when they have or will work in diverse groups.)	represent a broad spectrum of diversity. Diversity of thought, of hairstyle choices, of tastes in music and more.
2. Give each student a sheet of notebook paper. "You have two minutes—write as many skills as you can think of to help you work with diverse groups of people." Challenge students to brainstorm as many ideas as they can. Let them write for about two minutes. (Save list for lesson 2.)	2. Students will write as many skills as they can in two minutes (e.g. listening, taking turns, respect, sharing ideas, accepting ideas). List will be saved for lesson 2.
3. Ask, "How can you respect others' ideas when you are working together in the large group?"	3. Students listen and share ideas for showing respect for classmates' responses (e.g. listen, take turns sharing, accepting different ideas and points of view).
4. Ask students to volunteer to share items they have listed on their paper and write the responses on the chart or chalkboard. Determine which ideas may not work and which ones are most important when working with others.	4. Students volunteer and share responses.
5. Review the definition of Personal and Ethical Skills. "Does anyone know what these words mean?" Explain: "The skills on the board are important skills for students or people to have when they are doing their work or job." • Personal Skills are skills about how a person treats themselves or others. Important personal skills:	5. Students will rethink the personal and ethical skills they identified and asterisk those they believe would be most helpful in a group. They will mark with a "P" the skills they need to practice.

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helpful, friendly, kind, caring, good listener, and compassion. • Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. "How would each skill work or not work? What skills need to be practiced?" Challenge students on their ideas or set up situations for role-plays.	
6. Have students think about what skills they have successfully used in groups in the past. Select students to role-play their situation. "What was effective about the skills you used? What was not effective about the skills you used?" Play devil's advocate in different situations.	6. Students will describe a situation in which they helped a group solve a problem and a situation in which they did not. Students will volunteer to role-play their situation. They will identify actions "to keep" and actions "to throw-away."

Teacher Follow-Up Activities

Encourage classroom teachers to acknowledge the personal and ethical skills students routinely use everyday and to encourage the class to prepare for the next lesson as stated above.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Working Together

Lesson 2 Title: Going for the Gold! **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Large blankets (enough for 1 blanket per 5-7 students)
Gold Medal for each blanket, and one for counselor
List of words brainstormed in Lesson 1
An area with floor space large enough for blankets to be spaced so as to allow groups room to "maneuver" blankets (e.g. gymnasium).
Masking tape, paper and pencils
Stop watch

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes
	Mathematics	
X	Social Studies	6. relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will write an essay describing what they learned while participating in a group activity, including two or more personal and ethical skills needed to work with a diverse group of people.

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 participate in a group activity with discussion afterwards concerning their successes and challenges.
Students will also be expected to write a short essay on what they learned, citing two examples of personal and ethical skills needed to work with a diverse group of people.

Lesson Preparation

Essential Questions:
Why are appropriate communication skills and respect needed to achieve a common goal?

Engagement (Hook): NOTE: Prior to the lesson prepare large blankets (enough for 1 blanket per 5-7 students) by taping or pinning a 'gold medal' to one side of each of the blankets. Spread them out on the floor with medal side "up" as lesson begins.

Counselor wears a gold medal, and holds it up while asking the class: "What does a gold medal mean to you? What might a team have to do to earn a gold medal? (Working together by respecting individual differences, supporting each other, encouraging each other, etc.)

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Say, “Raise your hand if you have ever been on an island. What surrounded that island?” Today YOU are going on an island adventure with a group of your friends.

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Place prepared blankets on the floor, medal side up. Say, “Raise your hand if you have ever been on an island. What surrounded that island?” Today YOU are going on an island adventure with a group of your friends. Have groups turn blankets over so the gold medal is on the side to the floor. Have students sit on their blankets. Explain that this is their island, but their gold is on the other side of their island (blanket). They must work together, using helpful personal and ethical skills (e.g. acceptance, taking turns, sharing responsibility), to turn the entire blanket over to get to the gold without sacrificing anyone to the “shark infested water” (falling off the blanket). If anyone falls off, they must start over.	1. Students listen to directions.
2. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of working, stop the process and ask: “What is working? What isn’t working?” What can you do differently to accomplish your goal? Plan as a group.” Tell students they have 4 minutes to accomplish goal. On signal, restart process (and stopwatch) note when each group completes the task.	2. When told to begin, students work together to turn the blanket over to get to the gold without anyone falling off into the water. Students will talk within groups to determine what is working and what is not and how they will revise their plan of action to more readily reach the “gold.”
3. Tell students how much total time it took each group. Have each student draw a “T-chart” on paper. Label one column: “This was effective”, and the other column “This wasn’t effective.” Give students 2 or 3 minutes to reflect and make notes on their “T-chart.” Discuss what was effective and what was not, and what they learned. “What kind of communicator were you? What was effective/not effective? What would you do differently? What personal	3. In their groups, students will complete “T-charts” individually, and then discuss as a group using the questions counselor asks as prompts for group discussion.

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and ethical skills were/were not used?" Facilitate the discussion.	
4. Ask students to review their individual brainstorming list from Lesson 1. How has thinking changed since they made that list? What new personal and ethical skills would they add? Take away?	4. Students will compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.
5. Give students directions for their written essay: "Going for the Gold: What I Have Learned About Working In Diverse Groups"	5. Students will write essays: "Going for the Gold: What I Have Learned About Working In Diverse Groups."
NOTE: There may not be time for students to write essays during this period. You may want to plan another session on this topic. Another option: Work with classroom teacher to use the essay as a writing assignment.	

Teacher Follow-Up Activities

Prior to lesson, talk with classroom teacher about using the written essay as a classroom writing assignment. Encourage classroom teacher to talk about personal and ethical skills in relation to individual and group assignments.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Working Together	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes per lesson
Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay. Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.	

ESSENTIAL QUESTIONS:

1. What communication skills do people need in order to be successful in the world of work?
2. How do people show respect for others ideas and differences?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify two personal and two ethical skills needed to work with diverse groups of people.		CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.		RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 3.MD.1 4.MD.2	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 2
2. The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group		CD.9.A.04		RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4	CD C	DOK Level- 2

of people.				L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6		

ASSESSMENT DESCRIPTIONS*:

Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: Personal and Ethical Skills Lesson 2: Going for the Gold!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: Personal and Ethical Skills Lesson 2: Going for the Gold!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion __x___ Writing to Inform (Ls. 2) _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1, 2) _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __x___ Problem Solving (Ls.

				_____ Research Projects _____ Assigned Questions _____ Learning Centers	1, 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #2 Title: Presenting: Me! **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Who Is the Best Person for the Job?

Materials/Special Preparations Required

- Room to work in groups.
- Dry erase board, smart board, or other
- *Personal Portfolio Folder* (plan folder students can design and decorate)
- *Personal Portfolio Profile* Activity Sheet

Lesson 2: Who Really Gets Hired?

Materials/Special Preparations Required

- Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).
- Sample Resume' and Portfolio information for display or projection
- *Personal Portfolio Folder* (from Lesson 1)
- *Interview Questions* Activity Sheet

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):

CD.9.B.04: Identify the components of a portfolio. (DOK Level- 1)

American School Counselor Association National Standard (ASCA):

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentations and works 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace

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	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) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do employers select employees? What types of information would an employer need about a job applicant?
How does a person prepare for getting a job?

Unit Measurable Learning Objectives:

The student will identify all components of the Personal Portfolio Profile.
The student will begin development of a Personal Portfolio Folder.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-reading, listening, viewing, thinking)
_____Indirect (Inquiry, Writing to Inform, Concept Formation)
__X__Experiential (Role Play)
__X__Independent study (Learning Logs)
__X__Interactive Instruction (Role Play, Brainstorming, Discussion, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a *Personal Portfolio Folder* by completing a *Personal Portfolio Profile and Interview Questions* Activity Sheets.

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Brief Summary of Unit:
Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that needs to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to be able to work in cooperative learning groups.
Students need to know the steps in obtaining helper jobs in school.
Students need to know the skills necessary for success in school.

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Unit #2 Title: Presenting: Me!

Lesson Title: Who Is the Best Person for the Job? **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success.

Grade Level Expectation (GLE):
CD.9.B.04: Identify the components of a portfolio.

American School Counselor Association National Standard (ASCA):
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Room to work in groups.
A variety of media available for student presentations (chart paper, poster board, markers, and/or technology)
Personal Portfolio Folder (plan folder students can design and decorate)
Personal Portfolio Profile Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Creativity

Lesson Measurable Learning Objectives

The student will identify three interests, talents, strengths, and two goals for the future by completing a personal portfolio profile.
The student will begin development of a Personal Portfolio Folder.

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.
Groups of four students will role play the part of managers of a new company, needing to hire employees. They will brainstorm what they believe is important information to know about a future employee and share their list with the class.
Students will design their own *Personal Portfolio Folder* and complete a *Personal Portfolio Profile*

Lesson Preparation

Essential Questions: How do employers select employees? Or What types of information would an employer need about a job applicant?

1. **Engagement (Hook):** Ask for two or three volunteers. Tell the volunteers they are going to magically move 20 years into the future with the wave of your hand. Tell them they are going to be managers of a business or company in the world (let them select their company name). Students will pretend they are managers using adult professional behavior. They will contribute ideas respectfully with the class. Tell the managers every person they interview is going to have a Portfolio. Does anyone know what a portfolio is? (e.g. a folder, file or case with information about that interviewee's personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). What qualities would you look for in your perspective employee's portfolio? What would you want to know about someone you were going to hire?" Have the managers respond and then have students to share additional ideas in small groups. Ask three or four groups to share their ideas. Re-direct students who are off-track or asking questions that are illegal (e.g., How old are you? What church do you attend?).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide class into groups of 4. Say: "You have just become managers of a new company. You and your management team will be making decisions about hiring new employees. First of all, take a few minutes	1. Students will demonstrate personal and ethical skills as they decide on their new company's name and product.

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to decide, the name of your company and its purpose (e.g. a chocolate factory or an amusement park)."	
2. Students have prior knowledge about what makes a good worker. Activate their knowledge by asking thought provoking questions about previous experiences. • What have you learned about being a successful student? • What do you remember about the personal and ethical skills workers need to have? • About the training and education needed for specific kinds of jobs?	2. Students will share information learned. • Completing work, organized, neat, good listener, responsible. • Helpful, doing the right thing, doing your best. • It is important to have a good education and the right training to do the job right.
3. Have students think about the skills needed by employees of their new company. (Provide each group large pieces of paper and markers) Choose a recorder for each group. In their groups, students will brainstorm a list of ideas. Coach them by asking if they have included specific job skills as well as personal and ethical skills. Have they included past experience and training? Help students play the part of managers Review Personal and Ethical Skills if necessary. **Personal Skills** are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. **Ethical Skills** are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.	3. Students will develop individual lists and contribute to the brainstorming of group ideas.
4. Students will develop a *Personal Portfolio Folder* (design and decorate). Students will review their group formed lists and	4. Working as a contributing team member, students will participate in discussion of the workers they want to

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determine what is most important and what is not important. What traits might you have missed? Have students think about what type of profile they have created.	hire, and share with the class.
5. Students are then given time to complete their own *Personal Portfolio Profile* Activity Sheet to put in the folder.	5. Students complete their Personal Portfolio Profile and share their information with the class or a partner if time permits.
6. Students are encouraged to keep their folder and add additional information about themselves throughout the year (e.g. progress reports, personal essays, other important information). The folders will be used in the next lesson.	6. Students put their folders in a safe place to add information during the next lesson and also throughout the school year.

Teacher Follow-Up Activities

Teacher should remind class of good worker behaviors that they use in class, such as punctuality, manners, neatness, honesty, doing a good job. Teacher will review students' Personal Portfolio Folder and encourage them to put information in the folder throughout the year.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

Personal Portfolio Profile

Student's Name: _____ Date:_____

I am interested in these things:

_____

_____

_____

My special talents are:

_____

_____

_____

My personal and ethical strengths:

_____

_____

_____

My goals for the future (short-term or long-term)

_____

_____

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Unit #2 Title: Presenting: Me!

Lesson Title: Who Really Gets Hired? **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success.

Grade Level Expectation (GLE):
CD.9.B.04: Identify the components of a portfolio.

American School Counselor Association National Standard (ASCA):
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).
Projection (through use of transparency or electronic means) of a sample resume' and information from a portfolio.
Interview Questions Activity Sheet
Personal Portfolio Folder (from Lesson 1)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	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) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The student will write two questions to be used for interviewing an employer.

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 ask appropriate questions (using the *Interview Questions* Activity Sheet) about what an employer looks for in an employee and how he or she verifies information. Following the interview with the employer, students will compare their criteria for employees with what they learned from businessperson.

Lesson Preparation

Essential Questions: How does a person prepare for getting a job?

Engagement (Hook): Prior to the guest speaker's arrival, the counselor will show students a copy of the Guest Speaker's Resume' (in brief form…personal qualities, education, training, work experience). The counselor will work with students to develop interview questions to be asked of the employer using the "Interview Questions" activity sheet. Guide students to consider questions that will help them learn what is in a portfolio (e.g., What personal strengths do you bring to this job? What is your past work experience? Where did you get your training? How do you know a person gets along with other people?) Review what a portfolio is and should have in it? (e.g. a folder, file or case with information about that interviewee's personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). Review the information from the students Personal Portfolio Folder used in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce speaker and open the interview. Be prepared to coach students in the asking of questions if they have not participated in an interview. Use questions from the "Interview Questions" activity sheet.	1. Students welcome guest speaker.
2. Students will be selected to ask certain	2. Students will ask questions that are

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questions written on their "Interview Questions" activity sheet. After the interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I.	relevant to discussion of hiring employees.
3. Ask students to consider questions such as: What did you learn about what is important for employers to know about a future employee? Why were those items important to know?	3. Students will participate in discussion of prior learning and new learning.
4. Why were others not so important to know? How have your ideas changed since you made your first list? What new information did you learn?	4. Students will generate their own ideas as well as answer your questions.
5. Close lesson by talking about a portfolio as a way to present himself or herself to an employer. Encourage students to keep their Personal Portfolio Folder up to date, ask them to evaluate the contents to determine what a teacher/employer might say about them if the portfolio was the only information available.	5. Students will continue the critical thinking process.

Teacher Follow-Up Activities

Encourage students to add items and projects to their portfolio regularly.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

Interview Questions

Question 1: _____

Answer and comments: _____

_____

_____

Question 2: _____

Answer and comments: _____

_____

_____

Comments about information shared during the interview.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Presenting: Me!	**SUGGESTED UNIT TIMELINE:** 2 Lessons
Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that need to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.	**CLASS PERIOD (min.):** 30 minutes per lesson

ESSENTIAL QUESTIONS:

1. How do employers select employees?
2. What types of information would an employer need about a job applicant?
3. How does a person prepare for getting a job?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify all components of the Personal Portfolio Profile.		CD.9.B.04 Identify the components of a portfolio.		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 1
2. The student will begin development of a Personal Portfolio Folder.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2	CD C	DOK Level- 1

				L.4.3 L.4.4 L.4.5 L.4.6		
3. The student will write two questions to be used for interviewing an employer.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C	DOK Level- 1

ASSESSMENT DESCRIPTIONS*:

Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a Personal Portfolio Folder by completing a Personal Portfolio Profile and Interview Questions Activity Sheets.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?

Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals __x___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __x___ Role Playing (Ls. 1) _____ Panels __x___ Brainstorming (Ls. 1, 2) _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share __x___ Cooperative Learning (Ls. 1, 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups __x___ Interviewing (Ls. 2) _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Let's Investigate **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes

Best time of year to implement this Unit: Any time after first quarter

Lesson Titles:

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

Sample Career Cards

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):

CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment. (DOK Level - 4)

CD.9.B.05: Identify the skills needed to develop a portfolio. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

B: Students will employ strategies to achieve future career goals with success and satisfaction

C: Students will understand the relationship between training and the world of work.

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

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The students will compare and contrast the training and educational requirements for a variety of careers.
The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Writing to Inform)
__X__ Experiential
_____Independent study (Research Projects)
__X__Interactive Instruction (Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Brief Summary of Unit:
The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.
During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

What prior knowledge do students need to be successful in this unit?
Students need to have an understanding of personal, ethical, and work skills.

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Unit #1 Title: Let's Investigate

Lesson Title: Career Investigators **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.
Activity Sheet: *Career Paths: Working Together in Our Community*
Activity Sheet: *Career Investigation*
Sample Career Cards

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	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

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?

NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): "I have a deck of cards with me, but these are not typical playing cards."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair each student with a partner. "When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity."	1. Students will follow instructions.

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Pass out cards – one per pair. The cards may be color-coded to match the various career paths. NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.	
2. Give one copy of the *Career Paths* information to each pair of students for reference. Review the information regarding the career paths. "Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?"	2. Students will ask questions as needed. Students will determine whether they have enough information.
3. Present students with the *Career Investigation* activity sheet - one per student team. "You and your partner are going be detectives. Your job is to find information about the career that you have been given." Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as *on-the-job training, apprenticeship, trade/technical education,* and *seasonal employment.* Distribute materials to students or have them go to the online resource to begin their investigation.	3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.
4. "You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?"	4. Each student team will report on the information gathered from their investigation.
5. "We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are	5. Students will move to designated areas in response to prompts from the counselor.

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different." Designate corners of the room to allow student teams to "vote with their feet."	
6. "Move to ___ if your career does not require a high school diploma." "Move to ___ if your career requires a high school diploma." "Does the career involve on-the-training or apprenticeship? Move to ____." "Does your career require trade or technical education? Move to ___." "If your job requires a college degree, move to ____. " Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group? Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.	6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.
7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?	7. Students respond.

Teacher Follow-Up Activities

Teacher will review students' activity sheets and may need to allow time for completion before the next session.

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Counselor reflection notes (completed after the lesson)

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Sample Career Cards

Professional Athlete	**Graphic Artist**
Advertising Sales Manager	**Personal Financial Advisors**
Civil Engineer	**Construction Equipment Operator**
EMT or Paramedic	**Chiropractor**

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Agricultural & Food Scientist	**Conservation Agent**
Event Planner	**Childcare Worker**

Human Services:
Event Planner — Childcare Worker

Agriculture/Natural Resources:
Agricultural & Food Scientist — Conservation Agent

Health Services:
EMT or Paramedic — Chiropractor

Industrial Engineering & Technology
Construction Equipment Operator — Civil Engineer

Business Management & Technology
Advertising Sales Management — Personal Financial Advisors

Arts & Communication
Professional Athlete — Graphic Artist

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Career Paths: Working Together in Our Community

Business Path
(Business, Management & Technology)
People who like to work with numbers and be organized

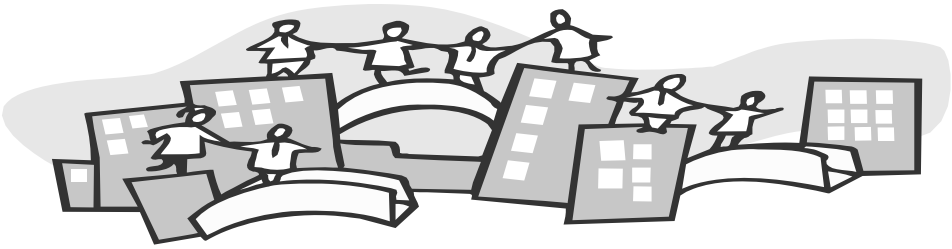
Creative Path
(Arts & Communications)
People who like to draw, write, or perform

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals

Fixing & Building/Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things

Helping Path
(Human Services)
People who like to work with people to make things better for others

Health Path
(Health Services)
People who like to care for animals and people



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Career Investigation

_____

Career

_____

Career Path

What they do: _____

_____

_____

_____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than $10,000/year	$10,000 to $30,000/year	$30,000 to $60,000/year
$60,000 to $90,000/year	$90,000 to $120,000/year	more than $120,000/year

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Unit #1 Title: Let's Investigate

Lesson Title: Putting the Clues Together-- Jonny's Portfolio **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):
CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment.
CD.9.B.05: Identify the skills needed to develop a portfolio.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Example materials for Jonny/Jenny Jones
File folders for example materials
Activity Sheet: *How Did Jonny Do?*
Folders for students

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Lesson Preparation

Essential Questions:
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Engagement (Hook):
The counselor comes into the classroom, looking somewhat harried and distracted. “Students, I have so much to do today. One of my students has asked me to check through his portfolio and let me know what I think about his work so far. I would really appreciate your help with this project.”

NOTE: Before the lesson, prepare portfolios with cut out materials from Jonny Jones. Crumple up one of the papers, and flatten it out so that the paper is creased.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into work groups of three to four students each. Give each group a folder, containing the materials for Jonny/Jenny Jones. "Jonny and Jenny Jones are twins in the fifth grade. *Jonny* has brought his portfolio folder in for me to review. A portfolio is a folder, binder, or other file that holds a collection. A student portfolio should contain examples of materials that would give someone an idea of what type of student and worker Jonny is."	1. Students will move into work groups and listen to the story of Jonny.
2. "Our job today is to review the materials in Jonny's portfolio and decide what story his papers would tell us, if we were thinking about hiring him for an after-school job. A form is enclosed in Jonny's folder, so that you can take notes on your findings." Check for understanding, then have students begin task.	2. Students will then complete the activity sheet, *How Did Jonny Do?*.
3. Once students have completed the task, they will discuss their findings with the class. There may be some disagreement among the groups, such as, was *Jenny's* award placed in *Jonny's* portfolio by mistake? Or did Jonny take her award?	3. Students will contribute to the discussion.
4. Once discussion is complete, review the items commonly found in portfolios. Distribute folders for students to use to begin compiling their own personal portfolios. Designate an area, either in the classroom or the counselor's office where files will be stored, yet students can still have access.	4. Students will list possible items that they may want to place in their portfolios.

Teacher Follow-Up Activities

Remind students that the portfolios are available for them to store copies of important documents.

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Counselor reflection notes (completed after the lesson)

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How Did Jonny Do?

Most portfolios contain the following items. Does Jonny's portfolio contain these?
(Check off those you find.)

- ☐ Awards and certificates
- ☐ Honor Roll information
- ☐ Grade reports
- ☐ Career inventories and research
- ☐ Sample projects/papers

What story do Jonny's papers tell you?
Work Habits:

1. Is Jonny a careful worker? Yes No

What are your clues?

2. Do you think Jonny will show up to work every day? Yes No

What are your clues?

4. Do you think Jonny takes pride in his work and always tries his best? Yes No

What are your clues?

Personal Skills:

5. Do you think Jonny is a caring person? Yes No

What are your clues?

6. Do you think that Jonny always does the right thing? Yes No

What are your clues?

Ethical Skills:

7. Do you think Jonny is honest? Yes No

What are your clues?

8. Do you think Jonny can be trusted to finish a job? Yes No

What are your clues?

What advice would you give Jonny if he asked you for help?

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NAME No name Jonny? GRADE 4

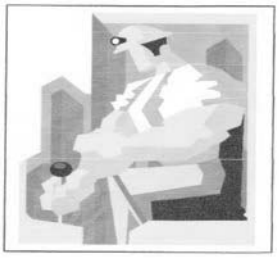
WHERE DO I FIT???

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
   a. Y tools
   b. Y animals
   c. n science
   d. n people
   e. n numbers
   f. n words
   g. Y machines
   h. n musical instruments
   i. m computers
   j. n plants

2. Do you like to:
   a. Y be outdoors
   b. n be inside
   c. Y move around a lot
   d. n stay in one place
   e. Y be with other people
   f. m spend time alone
   g. Y make/fix things
   h. n talk to people



My sister is stupid!

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Johnny Jon

(C+)

What I Want to be when I Grow Up

Incomplete

↳ A fire fighter 'cuz they are cool! They get to wear special gear to keep them safe. My friend's dad works at the fire department. Sometimes we go see him If he's not busy, he lets us check out the trucks and stuff.

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THIS AWARD IS PRESENTED TO:

JENNY JONES

FOR

PERFECT ATTENDANCE 1ST QUARTER

MARY LAMB - PRINCIPAL

1st Quarter Grade Report for:
Jonny Jones

Subject	Grade	Teacher Comment
Reading	B	
Language Arts	C	Late or Missing Assignments
Math	D	Late or Missing Assignments
Science	B	
Social Studies	B	

Attendance: 6 days missed out of 44 days possible

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Let's Investigate The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What are the roles and responsibilities of workers from the different career paths?
2. In what way are those roles/responsibilities alike? Different?
3. What education is needed for workers, who pursue a specified career?
4. What are personal, ethical, and work habit skills that students can develop and/or improve upon?
5. What do the materials in your portfolio say about you?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.		CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. CD.9.A.05: Apply personal,		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 3 DOK Level - 3 DOK Level – 4

		ethical, and work habit skills needed for success in any school or work environment. CD.9.B.05: Identify the skills needed to develop a portfolio.			CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1
2. The students will compare and contrast the training and educational requirements for a variety of careers.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

				L.5.6		
4. The student will identify and apply the skills needed to develop a portfolio.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

ASSESSMENT DESCRIPTIONS*:

Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**				
	_____ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion ___x__ Writing to Inform (Ls. 1,3) ___x__ Concept Formation (Ls. 2) _____ Concept Mapping ___x___ Concept Attainment (Ls.4) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays ___x__ Computer Assisted Instruction (Ls. 3) _____ Journals _____ Learning Logs ___x__ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1,2) _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits **Grade Level:** 6

Number of Lessons in Unit: 2

Time Required: 40 minutes

Best time of year to implement this Unit: anytime

Lesson Titles:
Lesson 1: How Does Who I Am Relate to Employability? (Part 1)
Materials/Special Preparation Required
Activity Sheet: "*Ethical Dilemma Scenarios*"
Markers, butcher block paper,

Lesson 2: How Does Who I Am Relate to Employability? (Part 2)
Materials/Special Preparation Required
Activity Sheet: "*It's All About Me!*"
OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the "*It's All About Me*" Activity Sheet. Most computer word processing software contains a resume template

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. (DOK Level – 4)
CD.9.B.06: Develop a resume of work experiences for home and school. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

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	3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace. 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	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What if people didn't respect others?
What are ethics? Why are ethics important in the world of work?

Unit Measurable Learning Objectives:

The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.
The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Model Building)
_____ Independent Study
_X__ Interactive Instruction (Discussion, Problem Solving, Structured Controversy)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

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Brief Summary of Unit:
This Unit introduces students to the importance of personal characteristics and "work-habit" skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

Prior Knowledge Required:
Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect

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Unit # 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? (Part 1) **Lesson:** 1 **of** 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Markers, butcher block paper
Ethical Dilemma Scenarios Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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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	Communicating thoughts and ideas
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.

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 participate in question and answer sessions.

Lesson Preparation

Essential Questions:
What are ethics? What if people didn't respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

Engagement (Hook):
Mark did not do his math homework. He takes Shondra's homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: "What are ethics?" "What if people didn't respect others?" "Why is honesty important?" "What about courage?" "Or responsibility?" "Or self-discipline?" "Or self-respect?"	1. Students will write their ideas on the butcher paper and discuss the questions in their groups.

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[*Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.]*	
2. Have the students brainstorm, writing their ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board.	2. Once the groups have come up with answers to the questions, they will present their ideas to the class.
3. Follow with the hook: "Why would ethics be important to employers?" Giving the students another piece of butcher paper on which to write their ideas during the brainstorming.	3. Students will write their ideas on the butcher paper during the brainstorming.
4. Provide Activity Sheet *Ethical Dilemma Scenarios*. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario.	4. Students will work within their groups to come up with possible solutions to the scenarios.
5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making.	5. Students will respond to the questions listed at the end of the series of scenarios.

Teacher Follow-Up Activities

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Ethical Dilemma Scenarios

Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

People Involved:
Points of View:
Possible Solutions

Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

People Involved:
Points of View:
Possible Solutions

Scenario #3:

A customer drops a $10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21st of the month, Cindy is a single mom – and has no money to buy groceries)?

People Involved:
Points of View:
Possible Solutions

Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

People Involved:
Points of View:
Possible Solutions

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Scenario #5:

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

People Involved:
Points of View:
Possible Solutions

Scenario #6:

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

People Involved:
Points of View:
Possible Solutions

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

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Unit 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? **(**Part 2) **Lesson:** 2 **of** 2

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.9.B.06: Develop a resume of work experiences for home and school.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: *It's All About Me*!
OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the *It's All About Me* Activity Sheet. Most computer word processing software contains a resume template.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	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. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 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	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

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 participate in question and answer sessions.
Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences and the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.

Lesson Preparation

Essential Questions: What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?

Engagement (Hook): How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process.	1. Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job.
2. Continue with, “A resume is a short story of our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet	2. Students will complete Activity Sheet.

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that will give you a chance to 'talk in writing' about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer." Provide students with "*It's All about Me"* Activity Sheet.	
3. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the information on the *It's All About Me* activity sheet reflect who the student is and his or her capabilities? How is the information presented? Based on what's presented, how will the individual's academic skills and abilities be viewed? What about personal skills and work habits?	3. Students will engage in a critical self-evaluation of their responses on the "*It's All About Me*" Activity Sheet. The final question—"Will I be called for an interview with the employer?"
4. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet. Information will be inserted into the students' Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)	4. OPTIONAL: Students will complete their resumes using computer software.

Teacher Follow-Up Activities

The teacher will give students an opportunity to update the resume information.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: _____

Street Address: _____

City/State/Zip Code _____

Telephone Number: __(Area Code_____)_____

Wellness and Self-Care: You must be healthy and fit to be your most successful self. How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting rest, eating healthy foods)

_____

_____

_____

How would others rate your care for yourself? Great Good Poor

How do you rate yourself in the area of wellness? Great Good Poor

At Home: How do you help at home? (help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

_____

_____

How would your parents/guardians rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

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At School: How do you help at school? (tutoring others, classroom jobs, etc.)

_____

_____

_____

How would school people rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

Social Responsibility—Service to Others: How do you help in the community? (helping a neighbor or participating in a community project—such as a food drive)

_____

_____

_____

How would people in the community rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Evaluating One's Personal, Ethical, Academic, and Work Habits This Unit introduces students to the importance of personal characteristics and "work-habit" skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 40 minutes each

ESSENTIAL QUESTIONS:

1. What if people didn't respect others?
2. What are ethics?
3. Why are ethics important in the world of work?

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 the term "ethics" and identify five reasons why ethical behavior is important in the workplace.		CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. CD.9.B.06.a.i: Develop a resume of work experiences for home and school.		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2
2. The student will assess and analyze five work habits, which contribute to success in the workplace.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

3. The student will complete a personal resume of work experiences for home and school.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:

Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast	__x___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 1) _____ Reflective Discussion	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning

	(Ls. 1,2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing __x___ Model Building (Ls. 2) _____ Surveys	_____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	__x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share __x___ Cooperative Learning (Ls. 1) _____ Jigsaw __x___ Problem Solving (Ls. 1) __x___ Structured Controversy (Ls. 1) _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 2 Title: Using Job-Seeking Skills **Grade Level:** 7

Number of Lessons in Unit: 2

Time Required: 50 minutes

Best time of year to implement this Unit: anytime

Lesson Titles

Lesson 1: Who Will Get the Job? (Part 1)

Materials/Special Preparation Required:

Activity Sheets: "Job Application: Happy Hamburger House" (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students.

Activity Sheets: "Interview Scenarios" (Raven Stone and Marvin Smith). Make copies of each for all students)

2 highlighters per group (1 yellow and 1 green), paper and pencil.

Copies of job applications from two community employers.

Lesson 2: Who Will Get the Job? (Part 2)

Materials/Special Preparation Required:

Completed job applications (two) from the local business community (see Lesson 1)

Activity Sheet: "Interview Checklist"

paper and pencils

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9 Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success. (DOK Level – 4)

CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications. (DOK Level – 2)

American School Counselor Association Standard (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.

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	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What is a good worker?
How do people get hired for jobs?

Unit Measurable Learning Objectives:

The student will complete two job applications.
The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.
The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.
The student will identify one goal for improvement or implementation of a specific interview skill.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect (Problem Solving)
__X__ Experiential (Role Playing)
__X__ Independent Study (Essays, Homework)
__X__ Interactive Instruction (Role Playing, Discussion, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete job applications and identify interview skills through reflective writing.

Brief Summary of Unit:
Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation

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tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

Students' Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9, the common conceptual understanding includes: the inter-relationship of one's personal skill (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills, and work success and satisfaction.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

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Unit # 2 Title: Using Job-Seeking Skills

Lesson Title: Who Will Get the Job? (Part 1) **Lesson:** 1 of 2

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9 Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success.
CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

American School Counselor Association Standard (ASCA) National Standard:
Career Development
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials and Resources (include handouts or supporting documents)

Activity Sheets: *Job Application: Happy Hamburger House* (Raven Stone and Marvin Smith) It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students
Activity Sheets: *Interview Scenarios* (Raven Stone and Marvin Smith) Make copies of each for all students
2 highlighters per group (1 yellow and 1 green), paper and pencil.
Copies of job applications from two community employers.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing

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	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The student will complete two job applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete two job applications.

Lesson Preparation

Essential Questions:
What is a good worker?

Engagement (Hook):
Ask the students, "How can you lose a job in less than five minutes?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the hook question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses … are 'job-task" skills listed?	1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board.
2. Ask a follow-up hook question: "How can you lose a job before you have the job?" Record the essence of students' responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application was a way to present themselves as a qualified candidate for their preferred	2. Students will volunteer responses the question.

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classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So, one way to lose a job before you even have it is to be careless about the application submitted.	
3. Ask students for ideas on the correct way to complete a job application.	3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly.
4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done **incorrectly** (highlight in yellow) and what is done **correctly** (highlight in green).	4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly.
5. Ask each group to choose a spokesperson to give an example of an **incorrect** item and a **correct** item on one of the two applications. The instructor asks students whether or not they agree with each group's choices.	5. Students choose a spokesperson and the person reports to the class an **incorrect** item and a **correct** item from one of the applications. Students respond as to whether or not they agree with each group's choices. If there is disagreement, a rationale must be given.
6. "Good News, Students! You have just found out your application successfully presented you as a potential candidate! However, you still have an opportunity to lose the job before you begin. How?" Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful.	6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nicely and use good manners.
7. Each group is given the Activity Sheet: *Interview Scenarios* (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the *Interview Scenarios* in the same way they did the job applications, problem areas (**incorrect areas)** in yellow and effective interview skills **(correct areas)** in green.	7. Students will highlight the interview scenarios using yellow for problem areas **(incorrect areas)** and green for the use of effective interviewing skills **(correct areas)**.

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8. Ask each group's spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group's choices.	8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups' choices. If there is disagreement, the rationale for disagreeing must be presented.
9. Review the pros and cons of each application and each interview with the students and ask, "Who will get the job?" "Could either applicant have lost the job before they had it?" Students will support responses with evidence from the examples provided.	9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.
10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews, inform students whether or not they have been chosen to be interviewed. *(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or her self-evaluation process.)*	10. Students will complete two job applications and return them within two days.

Teacher Follow-Up Activities

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

Counselor reflection notes

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Activity Sheet: Applications

Instructions for Review of Completed Applications

*Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

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Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last	Stone	**First**	Raven	**MI**	M

Address

Number	307	**Street**	Maple Avenue	**City**	Anytown	**State**	MO

Phone

Daytime phone	555-1234	**Evening phone**	

Position

____Full-time	**__X__Evenings**	**_____Days**	**_____Any**

Education	**Name/Address**	**Course/Major**	**Date Graduated**
Elementary	456 E. 11th Anytown, MO		
Middle/Jr. High	456 E. 11th Anytown, MO		
High School	456 E 11th Anytown, MO		May 2005
Post Secondary			
Other			

Are you planning any more schooling? If yes, explain._Yes, going to college in the fall.

Previous Employment (from most recent)

Company Name	**From To mo/yr mo/yr**	**Supervisor**	**Job/ Responsibility**
Mr. and Mrs. Conner	6/03		Babysat/Take care of their son

Why did you leave your last job? _____

May we contact your previous supervisors?_____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.

____*Raven M. Stone*_____ ___4-15-2007__

Signature **Date**

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Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last Smith	**First** Marvin	**MI** L

Address

Number 703	**Street** Birch Lane	**City** Anytown	**State** MO

Phone

Daytime phone 555-123-4321	**Evening phone** 555-123-4321

Position

__X__Full-time	**____Evenings**	**_____Days**	**_____Any**

Education	**Name/Address**	**Course/Major**	**Date Graduated**
Elementary	456 11th Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11th Anytown, MO	Not applicable	Not applicable
High School	456 11th Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain _At this time I am not sure.

Previous Employment (from most recent)

Company Name	**From mo/yr**	**To mo/yr**	**Supervisor**	**Job/ Responsibility**
None				

Why did you leave your last job? __Not applicable_____

May we contact your previous supervisors?_____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I am very involved in school and I like to have good grades. I've never worked anywhere before.

_____*Marvin Smith*_____ ___**4-15-205**_____

Signature Date

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Activity Sheet: Interview Scenario for Raven Stone Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a "regular" job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had recently been the Employee of the Month.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

Mr. Langley: "Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?"

Raven: "Well I went home to change after school and it took me longer than I thought it would."

Mr. Langley: "Being to work on time will be important, are you going to be able to get to work on time?"

Raven: "I should be able to."

Mr. Langley: "Raven, why do you want to work here at Happy Hamburger House?"

Raven: "Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career."

Mr. Langley: "It sounds like you have future plans. Let's talk about what you are doing now. What is your school attendance and grades like?"

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Raven: "I get to school when I can, I have a lot of sinus infections and just don't feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don't do much extra at school."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done?"

Raven: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

Mr. Langley: "Do you have any experience or knowledge to share with me concerning the fast food business?"

Raven: "I haven't ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it."

Mr. Langley: "When would you be able to work?"

Raven: "I have discussed it with my parents and I can work after school 3 days a week and on Saturdays."

Mr. Langley: "Who is Mr. & Mrs. Conner on your reference list?"

Raven: "I have babysat their little boy on several occasions."

Mr. Langley: "I will probably contact them, will that be a problem?

Raven: "I don't think so. It's just that I haven't sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend."

Mr. Langley: "Oh, I see. Do you have any questions for me?"

Raven: "I was wondering how much money I would be making?"

Mr. Langley: "It will be minimum wage. Do you have any other questions?"

Raven: "No, I don't think so."

Mr. Langley: "Thank you for coming in."

Raven: "You're welcome."

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Activity Sheet: Interview Scenario for Marvin Smith Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn't there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn't going to have a lot of time to study outside of school if he worked every night and he didn't really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

Mr. Langley: "Marvin, why do you want to work here at Happy Hamburger House?"

Marvin: "Well Mr. Langley I am looking to make a little money to spend."

Mr. Langley: "Let's talk about what you are doing now. What are your school attendance and grades like?"

Marvin: "I have missed five days of school this year and I have been on the honor roll two out of three quarters. I've got Chemistry and it's been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?"

Marvin: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

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Mr. Langley: "Do you have any experience or knowledge to share with me concerning the fast food business?"

Marvin: "I haven't ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it's an okay place to work."

Mr. Langley: "Who are your friends that you talked to?"

Marvin: "I'd rather not say."

Mr. Langley: "Okay. When would you be able to work?"

Marvin: "I can work after school 5 days a week, but I prefer not to work weekends at all."

Mr. Langley: "Do you have any references?"

Marvin: "References? No, I don't have any except my friends that work here."

Mr. Langley: "Okay. Do you have any questions for me?"

Marvin: "When will I know if I've been hired?"

Mr. Langley: "I am hoping to hire someone in the next three days. I will call you one way or the other. Thank you for coming in."

Marvin: "Thank you for your time and consideration."

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Unit # 2 Title: Using Job-Seeking Skills

Lesson Title: Who Will Get the Job?(Part 2) **Lesson:** 2 of 2

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success.
CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

American School Counselor Association Standard (ASCA) National Standard:
Career Development:
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials and Resources (include handouts or supporting documents)

Completed job applications (two) from the local business community (see Lesson 1),
Interview Checklist Activity Sheet
Paper and pencil
Individual to conduct interviews
Designate locations for students to wait

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups

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X	Science	Process of scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positve Work Ethic

Lesson Measurable Learning Objectives:

The students will identify skills involved in the process of interviewing for a job by completing an interview checklist.
The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.
The student will identify at least one goal for improvement or implementation of a specific interview skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to assess their ability to identify the use of effective interview skills. Students will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills The essay will also include the student's plans to improve and/or implement specific interview skills.

Lesson Preparation

Essential Questions:
How do people get hired for jobs?
Engagement (Hook):
Instructor walks in to classroom and says: "Let's pretend I am interviewing each of you. How would you sit in your chair?"

Procedures

Instructor's Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
(Note: Be cautious about setting students apart, making a distinction between those who have been selected and those who have not.)	
1. After asking the hook questions," and hearing student responses, ask "Is being appropriately dressed enough to get you a job or is there more to it?"	1. Students will respond to the questions. (Students will know beforehand who will be interviewed and are to come prepared to

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	have someone interview them if told they have been chosen.)
2. Outline the interviewing procedure for students: A total of three interviews will be conducted. The interviews will last not more than five minutes each. As interviews are being conducted, other students will act as observers/decision makers and complete the *Interview Checklist* activity sheet.	2. Students will ask clarifying questions.
Specific Procedures: 3. Distribute the necessary amount of *Interview Checklist* activity sheets to the student being interviewed, the interviewer, and observers.	3. Students will review the *Interview Checklist* activity sheet and ask clarifying questions.
4. Interviews: Determine the rotation of students being interviewed. Determine an appropriate location for the students being interviewed to wait until all interviews are completed.	4. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.
5. First Interview: The first student to be interviewed enters the classroom and participates in the interview. The students not being interviewed will be observers and will be expected to complete the *Interview Checklist* activity sheet. The interview lasts no longer than five minutes. At the end of the interview, student being interviewed exits room and waits in the designate area until all interviews are complete.	5. Students interviewing for a job should wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.
6. Second and third interviews: Repeat same interview procedures as First Interview.	6. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.

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7. When the three interviews have been completed, the interviewer will meet with the students who were interviewed to provide feedback regarding the interview process. At this time, the instructor will facilitate a discussion with the classroom observers regarding the interviews observed and the results of the *Interview Checklist* activity sheets.	7. Students who were interviewed will meet with the employer who interviewed them. Students who were observers will participate in a discussion led by the classroom instructor.
8. The group will be brought back together and the instructor will provide the interviewers with feedback provided by the observers.	8. In the larger group, general feedback will be provided
9. Closure: Instruct students to write a summary of what they learned from the activity and how this may help them in the future as they interview for a job.	9. Students will write summary of activities

Teacher Follow-Up Activities

The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.

Counselor reflection notes

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Activity Sheet: Interview Checklist

Applicant: _____Reviewed by: _____

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

First Impressions:

_____ Handshake (firm) _____Smile _____Eye contact

_____ Dressed appropriately (clean, neat and well-groomed)

_____ Attentive posture (Stood and sat up straight)

Attitude:

Applicant's attitude was: _____Positive _____Indifferent _____Poor

Applicant's energy level was: _____Enthusiastic _____Good _____Poor

Stress Level of Applicant:

_____Hands relaxed (not clenched) _____Appeared relaxed and calm

_____Did not play with hair, clothing, bite nails or fidget

Substance of Interview:

_____ Applicant nodded head or gave other nonverbal cues to show engagement in the interview.

_____ Applicant answered questions as though involved in a normal conversation.

_____ Applicant asked questions that were pertinent to situation.

Ending the Interview: Applicant honored end of interview by

_____Making eye contact with interviewer

_____ Firmly shaking the interviewer's hand _____Thanking the interviewer.

Overall impressions of interview:
Write a sentence or two describing your impressions of the interview from the perspective of the **interviewer,** the **interviewee,** yourself as an **observer.**

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Using Job-Seeking Skills Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:

1. What is a good worker?
2. How do people get hired for jobs?

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 two job applications.		CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success. CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2

2. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.		CD.9.A.07 CD.9.B.07		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
3. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.		CD.9.A.07 CD.9.B.07		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
4. The student will identify one goal for improvement or implementation of a specific interview skill.		CD.9.A.07 CD.9.B.07		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:

Students will complete job applications and identify interview skills through reflective writing.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	__x___ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __x___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __x___ Role Playing (Ls. 1, 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups __x___ Interviewing (Ls. 1, 2) _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: How Does Who I Am, Relate to Planning for High School and Beyond? **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-

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Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations: (GLEs)
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08: Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08: Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. (DOK Level – 4)
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used
Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
_X__ Experiential (Narratives)
_X__ Independent Study (Essays, Learning Logs)
_X__ Interactive Instruction (Discussion, Think-Pair-Share, Cooperative 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 identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:
The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:
Work Job Responsibilities of Workers College

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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out **Lesson:** 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.08: Compare personal interests with information about careers and education.
CD.8.B.08: Identify the training and education required for occupations in career paths of interest.
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.
Highway maps or access to Google Maps, MapQuest, etc.
Activity Sheet: *Resource: Portfolio Contents Checklist*
Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the "Mapping It Out" activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:

As you have traveled through your life's journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

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Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, "Today, we are going to plan a trip."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. "When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?"	1. Students will probably express confusion since the counselor has not given them a destination.
2. Choose a destination beforehand that is distant from your students' home town, let students know what that destination is, then begin again with the instructions noted above.	2. Students try to find as many routes as possible to reach the destination in the time allotted.
3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered.	3. Students contribute their ideas.
4. Make the following points through conversation with students. • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices?	4. Students respond to the prompts from the counselor.

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5. "No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?"	5. Students may respond with the following: • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path.
6. "This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor."	6. Students ask questions for clarification.
7. "As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study."	7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.
8. "The first step may be boring for some of us, but we have to do it to prepare for our	8. The resource: *Portfolio Checklist* will guide the organization of the students'

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journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available. "When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio." The resource: "Portfolio Checklist" will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection. Take about 10 minutes to organize the contents of your portfolio.	portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).
9. Distribute *Mapping It Out* activity sheet. "An important part of planning for a trip is thinking about where you've been and where you are now." Explain each section of the activity sheet. Allow time for students to work on through the activity.	9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.
10. "What have you learned today?"	10. Students will respond with their insights.
11. "When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there."	11. Students may have questions that need to be addressed by the counselor.

Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

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Counselor reflection notes (completed after the lesson)

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PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- ☐ Career Path Student Surveys
- ☐ Worker Interview
- ☐ It's All About Me!
- ☐ Ethical Dilemma Scenarios

Grade Level: 7

- ☐ Interview Checklist
- ☐ Who I Am…
- ☐ Researching a Career
- ☐ Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

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Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

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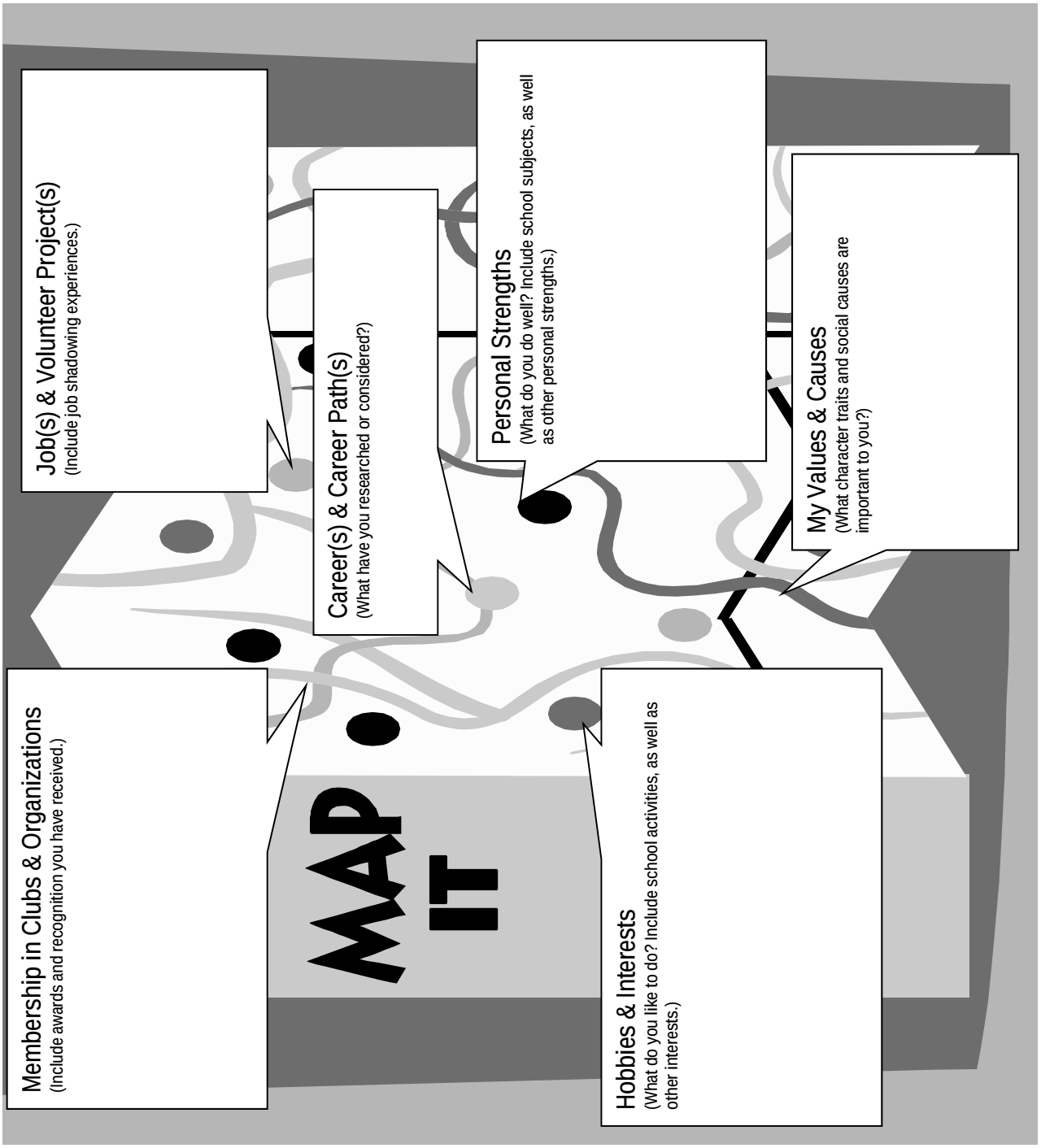
Mapping It—Where You've Been and Where You Are Now
Activity Sheet



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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

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NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
	Communication Arts	
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day's lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

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Lesson Preparation

Essential Questions:
How can I reach my future goals?

Engagement (Hook):
Return with one of the road maps from the previous lesson. "Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to relate hook statements to their own goals and plans. "During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future."	1. Students will volunteer responses that indicate an awareness of the need to establish one's own goals and to develop plans to get to their goals.
2. "First of all, we are going to consider where you've been and where you are now." Using the completed *Resource Checklist* and *Mapping It Out* activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.	2. Students will volunteer one or two concepts they learned and/or discovered about themselves.
3. "Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don't have gas money or you don't plan for the weather, your trip may not go as well as you hoped. Looking at your *Mapping It Out* activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead." While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.	3. Students will review their information and evaluate the area(s) where they may need to improve.

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4. "Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly." Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity. Distribute *Mapping Out Your Personal Plan of Study* activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs. Schools using an online planning service may choose to utilize that service at this point.	4. Students will respond with questions to clarify their understanding.
5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.	5. Students will work individually to complete their high school personal plans of study.

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The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed. *(NOTE: Be prepared for this activity to take two sessions.)* 6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared? Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.	6. Students will review their information with parents/guardians.

Teacher Follow-Up Activities

Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

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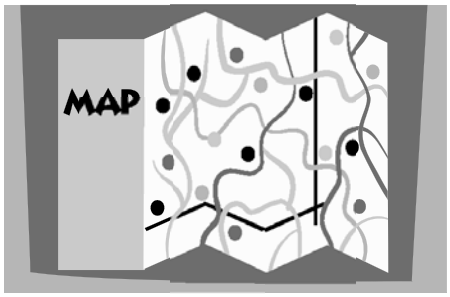
Mapping Out Your Personal Plan of Study



Freshman Year (9th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Junior Year (11th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

_____

Career Path/Career Cluster:

_____

Education/training required:

_____
_____
_____

Sophomore Year (10th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Senior Year (12th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

____ Units of Mathematics
____ Units of Language Arts
____ Units of Social Studies
____ Units of Science
____ Units of P.E.
____ Units of Personal Finance
____ Units of Health Education

District Requirements:

____ _____
____ _____

What are some key school or community-based clubs, organizations, or activities will help you on your way?

_____
_____
_____

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

_____
_____
_____

Who can give you support and encouragement when you get "lost"?

_____
_____
_____
_____

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond? The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 50 minutes each lesson**

ESSENTIAL QUESTIONS:

1. What does a person need to know about him/herself before embarking on career and educational planning?
2. How can a person take control of his/her future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review his/her portfolio and complete the checklist for his/her portfolio.		CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.08: Compare personal		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 3 DOK Level – 3

		interests with information about careers and education. CD.8.B.08: Identify the training and education required for occupations in career paths of interest. CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.				DOK Level – 2 DOK Level – 4 DOK Level – 4
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	___x__ Direct ___x__ Indirect ___x_ Experiential ___x_ Independent study ___x_ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving	**Experiential:** _____ Field Trips	**Independent Study** __x___ Essays (Ls.3)	**Interactive Instruction** _____ Debates

	_____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	_____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1) __x___ Writing to Inform (Ls. 3) __x___ Concept Formation (Ls.2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	__x___ Narratives (Ls.3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals __x___ Learning Logs (Ls.3) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1,3) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning (Ls.2) _____ Jigsaw __x___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Getting a Job **Grade Level:** 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 min

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics worksheets

Personal Code of Ethics Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

Grade 11

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

Resume worksheet

Grade 12

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology*

*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

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Sample Creative Media Presentation Expectations

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?
How do people share their strengths and skills with others?
Why is it important for people to know how to advocate their personal strengths for career success?

Unit Measurable Learning Objectives:

The students will gather five items for a portfolio to be used in job seeking.
The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture.
The student will apply knowledge of self to development information to be used for post-secondary applications.
The student will integrate career knowledge and self-knowledge into a resume.
The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

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Unit Instructional Strategies/Instructional Activities:

_____Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
_____Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors.** Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Brief Summary of Unit:

This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?

Ability to use computers for research, to develop portfolios and resumes and to compose presentations.

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Unit 1 Title: Getting a Job

Lesson Title: Career Portfolio **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations.
CD.9.B.09: Identify and refine the job seeking skills needed to apply for volunteer or part-time jobs in the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Career portfolio format for each student. This may be within a computer program or a format created by the counselor.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will gather five items for a portfolio to be used in job seeking.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will create a list of materials needed for career portfolio, and collect the information on their lists. Students will personalize their portfolios by identifying and organizing the categories and their "filing/retrieval system" in a way that fits individual learning styles. (Students are more likely to use a system that fits their unique style than they are to use a system developed by someone who approaches organization with a different style.)

Lesson Preparation

Essential Questions:
What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?

Engagement (Hook):
Show students an example of a portfolio or counselor's portfolio.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor shows his/her portfolio or an example of one.	1. Students observe the components of a portfolio.
2. Students are instructed to list items that they need to include in their career portfolio. Suggested items (not a comprehensive list): a. Personal Plan of Study b. Personal mission statement(s) c. Evidence of skill development d. Reflection papers e. Post-secondary education training options f. and there are many more …	2. Students will brainstorm a list of materials they need to include in their portfolio.
3. Students are instructed to determine a method for collecting and organizing the information, e g.: file box with dividers and	3. Students put a copy of their Personal Plan of Study plan in the portfolio and any other information they have already

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folders; a cardboard box, loose-leaf binders for each subject or an electronic file. Counselor instructors students to bring portfolio to be stored in a central location	collected.
4. Students are instructed to begin writing their personal mission statement(s). Project example of Stephen R. Covey's personal mission statement: "To inspire, lift and provide tools for change and growth of individuals and organizations throughout the world to significantly increase their performance capability in order to achieve worthwhile purposes through understanding and living principle-centered leadership."	4. Students begin writing their personal mission statement(s).
5. Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed "By the Student—For the Student" and will require the students to think creatively about how best to represent themselves.	5. Students will keep their portfolio in a central location (home room or counselor's office).

Teacher Follow-Up Activities

Check with students and help them identify items to put into their portfolio as they continue through high school.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Getting a Job

Lesson Title: Personal Code of Ethics **Lesson:** 2 of 5

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

School Discipline Policy (or other school policy documents that provide guidelines for student behavior)
Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]
Personal Code of Ethics Activity Sheet
Code of Ethics worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.

Lesson Preparation

Essential Questions:
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?

Engagement (Hook):
News clippings or video clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Discuss a current event in the news about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.	1. Students will actively participate in the discussion.

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2. Discuss ethical issues as compared to legal issues.	2. Students will actively participate in the discussion. Give examples at school.
3. Have students complete the *Personal Code of Ethics* Activity Sheet.	3. Complete the *Personal Code of Ethics* Activity Sheet.
4. Instruct students to break into small groups and list behaviors that are common on most students' lists. Compare lists with school policy documents to determine similarities and differences between students' lists and the policy document(s).	4. A volunteer from each group will write the behaviors on the board.
5. Counselor writes a list on the board synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board.	5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy.
6. Distribute *Code of Ethics* worksheet. Instruct students to use the *Personal Code of Ethics* Activity Sheet to complete the *Code of Ethics* worksheet independently.	6. Students independently complete *Code of Ethics* worksheet.
7. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans.	7. Students will develop an advocacy plan and describe it to the whole class.
8. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma.	8. Students will list the steps their group would take to resolve the ethical problem.
9. Collect *Personal Code of Ethics* Activity Sheets to put in each portfolio or have students place in portfolio.	9. Students will place their *Personal Code of Ethics* Activity Sheet in a prominent place in their portfolios.

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Teacher Follow-Up Activities

Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past. Role-play an ethical conflict between 2 students, and then 2 employees.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

Personal Code of Ethics Activity Sheet

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

Character Quality	**Behavior(s)**
Creativity	
Empathy	
Citizenship	
Truthfulness	
Accountability	
Fairness	
Integrity	
Compassion	
Humor	
Loyalty	
Sincerity	
Tolerance	
Equality	
Forgiveness	
Purpose	
Friendship	
Imagination	
Honesty	
Self-discipline	
Justice	
Sharing	
Wisdom	
Assertiveness	
Responsibility	
Kindness	
Cooperation	
Restraint	
Perseverance	
Confidence	
Consideration	

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Code of Ethics of: _____

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe the following are character qualities I must possess.

_____,

_____,

_____,

C. An individual's right to _____, _____,

and_____ are important.

D. I get support from _____

E. I believe: The following are character qualities all students must possess:

_____,

_____,

_____,

F. These are behaviors that will show that the above character qualities are valued:

_____,

_____,

_____,

G. The steps I should take when there is a problem with an ethical issue are

1.

2.

3.

4.

5.

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Unit 1 Title: Getting a Job

Lesson Title: Completing Applications **Lesson:** 3 of 5

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):
CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparations Required:
An example of a poorly completed application
Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply knowledge of self to development information to be used for post-secondary applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will successfully complete application forms and checklists. Each student will develop a master document which will include the kinds of personal information most applications require.

Lesson Preparation

Essential Questions:

How does a person share his/her strengths and skills?

Engagement (Hook):

Activity: Show an application that has been poorly completed and ask, "What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Lead a discussion about correct and incorrect elements of an application.	1. Students will learn correct and incorrect elements of an application.
2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete) and project blank application on board. Section by section, instruct students on all aspects of completing the sample application correctly.	2. Students complete each section of the application and ask clarifying questions.
3. Counselor will provide copies of three post-secondary institution applications and three	3. Students will review the information requested and independently complete

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employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor students' completion of the applications and check for their understanding of the process	the applications.
4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a master document of the common information requested.	4. Students will develop a master document and keep it in their portfolio.
5. The counselor does a final review of the activity.	5. Students review the activity with the counselor.

Teacher Follow-Up Activities

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Getting a Job

Lesson Title: The Resume **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.
CD.9.B.11: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Samples of resumes (strive to obtain actual resumes that are acceptable and nonacceptableto use as examples). Names omitted
Resume´ worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will integrate career knowledge and self-knowledge into a resume.

Lesson Formative Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete resumes.

Lesson Preparation

Essential Questions:
How do people share their strengths and skills with others?

Engagement (Hook):
Enter class with a folder full of resumes. Start sorting the resumes into two categories in front of the students, ones that an employer would consider and those that would be thrown away.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students: "What makes the difference between a resume that is considered and one that is thrown away? We're going to explore ways to develop resumes that attract a potential employer to the paper you." Counselor hands out sample resumes.	1. Students contribute ideas about criteria for ratings.
2. Have students get into groups of 3 or 4. Tell them to review the sample resumes as if they were employers and group the resumes into ones that would be considered and ones that would be rejected. When they have grouped the resumes, ask them to review each group and identify positive and negative characteristics.	2. Students will review the sample resumes, group them into ones that would be considered and ones that would be rejected and develop a group list of positive and negative characteristics.
3. Instruct students to utilize the positive characteristics of good resumes to develop a checklist for their own resumes.	3. Students, in groups, will make a checklist of positive resume characteristics.

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4. Instruct students to list activities they might include in a resume.	4. Students list activities.
5. Instruct students to complete the *Resume* worksheet using the list of activities.	5. Complete *Resume* worksheet.
6. Instruct students to develop a resume.	6. Students develop a resume.
7. Students assess resumes with a partner.	7. Partners review and make suggestions for revision about their resumes.
8. Instruct students to review and reflect on partner's comments, and review and refine their resumes as appropriate.	8. Students revise/refine resumes as needed after rethinking, based on partner's comments.

Teacher Follow-Up Activities

Have students type their resumes.
Teacher could arrange mock interviews with employers and have the students present their resumes to them.

Counselor reflection notes (completed after the lesson)

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Resume Worksheet

Name _____
Address _____
Telephone_____
E-mail Address_____

Education, Certificates, Licenses, Awards

High School _____
Address _____
Date of Graduation _____

Other Education or Training Programs _____

Certificates _____
Licenses _____
Awards _____

Employment History

Last Place of Employment _____
Address _____
Dates of Employment _____

Other Places of Employment _____
Address _____
Dates of Employment _____

Hobbies/Activities _____

References

First Reference Name _____
Address _____
Telephone _____
E-mail _____

Next Reference Name _____
Address _____
Telephone _____
E-mail _____

Name of Interviewer _____

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Unit 1 Title: Getting a Job

Lesson Title: The Ultimate Senior Career Project **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 2 Sessions of 55-70 minutes each

Missouri Comprehensive Guidance and Counseling Big Ideas:

CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CG 8 Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education.

CG 9 Applying Skills for College and Career Readiness Success.

Grade Level Expectations (GLEs):

CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' career portfolio information that has been accumulated over the last 4 years
Classroom equipped with technology*
*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity
Sample Creative Media Presentation Expectations

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

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X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. develop and apply strategies based on one's own experience in preventing or solving problems 2. evaluate the processes used in recognizing and solving problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objective:

The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

Lesson Formative Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will be assessed/evaluated by their ability to convey their understanding of career

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exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

Lesson Preparation

Essential Questions:
Why is it important for people to know how to advocate their personal strengths for career success?

Engagement (Hook):
Show a popular commercial. Discuss how they were marketing a product and explain that in this activity they will be marketing themselves.
Note: Instructor will need to develop a handout of expectations for media project. See *Sample Creative Media Project Expectations.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor provides instructions for developing a creative media presentation (will need to outline expectations for the presentation) chronicling student's present career journey which upon completion they will present to 9th grade students.	1. Students have the opportunity of collaborating with others with the understanding that the final project is an individual endeavor.
2. Counselor provides students with projects/activities previously utilized in the career development strand, work completed by student over their high school tenure, and the expectations of media project (see *Sample Creative Media Project Expectations*).	2. Students will work on project by using provided archived materials.
3. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.	3. Students will continue towards completion of their senior project by using computers and other media resources.
4. Counselor will provide opportunities for shared learning.	4. Students will create a media presentation chronicling their present career journey (may need additional classroom time to complete)

Teacher Follow-Up Activities

Show completed projects to the class and/or underclassmen.

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Counselor reflection (included after the lesson)

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SAMPLE:
CREATIVE MEDIA PRESENTATION EXPECTATIONS

1. Identifying information
2. Education
3. School involvement activities
4. Employment
5. Hobbies/activities
6. Special skills

Note: Instructor may want to outline a time limit, any media restrictions, and school media policy.

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COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.
Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.
Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

Applying skills for college and career readiness and success.
Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Getting a Job This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. What is a portfolio? What are the benefits of having a portfolio?
2. How do people share their strengths and skills with others?
3. What are ethics?
4. What guides us when we don't know what to do in a difficult situation?
5. Why is it important to have ethical values on the job?
6. How do people share their strengths and skills with others?
7. Why is it important for people to know how to advocate their personal strengths for career success?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The students will gather five items for a portfolio to be used in job seeking.		CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 3 DOK Level – 3 DOK Level – 3

		CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. CD.9.A.11:: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success. CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.				DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level - 4
2. The student will complete a personal code of ethics form.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
3. The student will complete an advocacy plan		CD.9.A.09 CD.9.B.09		Sl.9-10.1 Sl.9-10.4	C D B CD C	DOK Level – 3 DOK Level – 3

to develop a school policy for an ethical school culture.		CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
4. The student will apply knowledge of self to development information to be used for post-secondary applications.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
5. The student will integrate career knowledge and self-knowledge into a resume.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching (Ls. 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion (Ls. 3, 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling (Ls. 5) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1) _____ Peer Partner Learning (Ls. 4) __x___ Discussion (Ls. 2) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning

				_____ Research Projects (Ls. 5) _____ Assigned Questions _____ Learning Centers	(Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf