

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

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	

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Brief Summary of Unit:

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

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

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

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