

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

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

**Lesson 1** of 2

**Grade Level:** 7

**Length of Lesson:** 30 minutes

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

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

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

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

Academic Development

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

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

Student transcript of grades  
Graph paper  
Colored pencils

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

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

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

Linking School Success to Life Success

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

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

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

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

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

**Lesson Preparation**

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

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

**Procedures**

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

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

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

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