

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*

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

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| 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?

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: |
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| <ol style="list-style-type: none"> 1. “When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?” 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. 3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered. 4. Make the following points through conversation with students. <ul style="list-style-type: none"> • 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? | <ol style="list-style-type: none"> 1. Students will probably express confusion since the counselor has not given them a destination. 2. Students try to find as many routes as possible to reach the destination in the time allotted. 3. Students contribute their ideas. 4. Students respond to the prompts from the counselor. |

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| <p>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?”</p> <p>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.”</p> <p>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.”</p> <p>8. “The first step may be boring for some of us, but we have to do it to prepare for our</p> | <p>5. Students may respond with the following:</p> <ul style="list-style-type: none"> • 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. <p>6. Students ask questions for clarification.</p> <p>7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.</p> <p>8. The resource: <i>Portfolio Checklist</i> will guide the organization of the students’</p> |
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| <p>journey. Let’s get organized. Review your portfolio pieces and make sure that you have information readily available.</p> <p>“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.”</p> <p>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.</p> <p>Take about 10 minutes to organize the contents of your portfolio.</p> <p>9. Distribute <i>Mapping It Out</i> activity sheet. “An important part of planning for a trip is thinking about where you’ve been and where you are now.”</p> <p>Explain each section of the activity sheet. Allow time for students to work on through the activity.</p> <p>10. “What have you learned today?”</p> <p>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.”</p> | <p>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).</p> <p>9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.</p> <p>10. Students will respond with their insights.</p> <p>11. Students may have questions that need to be addressed by the counselor.</p> |
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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.

Counselor reflection notes (completed after the lesson)

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 |
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Aptitude Assessments (include job shadowing experiences)

| Dates | Name of Assessments | Results |
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Reflection Papers/Paragraphs/Experiences

| Dates | Title | Results |
|-------|-------|---------|
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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

MAP IT

Membership in Clubs & Organizations
(Include awards and recognition you have received.)

Job(s) & Volunteer Project(s)
(Include job shadowing experiences.)

Career(s) & Career Path(s)
(What have you researched or considered?)

Personal Strengths
(What do you do well? Include school subjects, as well as other personal strengths.)

My Values & Causes
(What character traits and social causes are important to you?)

Hobbies & Interests
(What do you like to do? Include school activities, as well as other interests.)