

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: 1 st Quarter	
Lesson Titles:	
Grade 6:	
Lesson 1: Sixth Grade is a Ball!	
Materials/Special Preparations Required:	
11 Soft Nerf-like Balls	
<i>Homework and Activity Log</i>	
Student Planners, Agenda or Assignment Notebooks	
Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.	
<i>Planner Usage Rubric</i> (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	
<i>Planner Usage Rubric</i> (To be used as an assessment instrument periodically throughout the school term.)	
Missouri Comprehensive School Counseling Standard 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 (ASCA) Mindsets and Behaviors:	
Academic Development	

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
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	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?
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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:

<input checked="" type="checkbox"/> Direct (Compare & Contrast; Demonstrations) <input checked="" type="checkbox"/> Indirect (Reflective Discussion) <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent Study (Learning Logs) <input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Peer Partner Learning; 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 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