

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 School Counseling Standard 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 (ASCA) Mindsets and Behaviors: Academic Development	

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 <i>Personal Plan of Study (Four Year Plan)</i> for all post secondary options Pencil/paper/index card for each student
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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

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:
<p>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.</p> <p>2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers.</p> <p>The counselor will distribute copies of the individual planning guide/course description booklets, high school graduation requirements, extra curricular offerings, and sample completed Personal Plan of Study for all post secondary</p>	<p>1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.</p> <p>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.</p>

<p>options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.</p> <p>3. The counselor will lead the class in a discussion specific to graduation requirements and earning of credits.</p> <p>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.)</p> <p>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.</p> <p>6. Counselor will distribute question worksheet.</p>	<p>3. Students will ask questions for clarification.</p> <p>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.</p> <p>5. Students will review material to generate questions for lesson 2.</p> <p>6. Students will write three questions they have about high school.</p>
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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)