

Unit 1 Title: Poppin' Personal Plan of Study (PPS)

Grade Level: 6

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Early Fall Semester

Lesson Titles:

Lesson 1: Life Lingo

Materials/Special Preparations Required:

Help Wanted Story

Life Lingo Activity Sheet (vocabulary list, *Match the Lingo Activity*)

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½" x 11" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on the DESE School Counseling website:

<http://dese.mo.gov/college-career-readiness/school-counseling>)

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

(Samples of Resource files are available the DESE School Counseling website:

<http://dese.mo.gov/college-career-readiness/school-counseling>)

Missouri Comprehensive School Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. (DOK Level - 4)

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	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>5. comprehend and evaluate written, visual and oral presentations and works</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. review and revise communications to improve accuracy and clarity</p> <p>3. exchange information, questions an ideas while recognizing the perspectives of others</p> <p>6. apply communication techniques to the job search and to the workplace</p> <p>7. use technological tools to exchange information and ideas</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>6. examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. explain reasoning and identify information used to support decisions</p> <p>4. recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. develop, monitor and revise plans of action to meet deadline and accomplish goals</p> <p>8. explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>1. Speaking and writing standard English</p> <p>4. Writing formally and informally</p> <p>5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations</p>
X	<p>Mathematics</p> <p>Social Studies</p> <p>6. Relationships of the individual and groups to institutions and cultural traditions</p>
	<p>Science</p>
	<p>Health/Physical Education</p>
	<p>Fine Arts</p>

Unit Essential Questions:

<p>How do past experiences contribute to your future?</p> <p>How does what you study in school relate to careers?</p>

Unit Measurable Learning Objectives:

<p>The student will define and analyze 16 vocabulary terms related to-PPS.</p>
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The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.
The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Unit Instructional Strategies/Instructional Activities:

- Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Case Studies)
- Experiential
- Independent Study (Journals)
- Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning)

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.
Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

Brief Summary of Unit:

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

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

Students need to have an understanding of the career paths as they relate to their future goals for the future.