Unit 1 Title: My Path to Success

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:
Lesson 1: Graphing My Path to Success
Materials/Special Preparations Required:
- Student transcript of grades obtained from files
- Graph paper
- Colored pencils

Lesson 2: Analyzing My Path to Success
Materials/Special Preparations Required:
- Graphs from Lesson 1

Missouri Comprehensive School Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
(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 |
|   | 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
|   | 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| X | Goal 2: communicate effectively within and beyond the classroom |

| X | Goal 3: recognize and solve problems |
|   | 5. reason inductively from a set of specific facts and deductively from general premises |

| 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 deadline 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.

Missouri Comprehensive School Counseling Programs:
Linking School Success to Life Success

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Unit Essential Questions:
How does my current academic performance affect later career and education choices?

Unit Measurable Learning Objectives:
The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses. The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Unit Instructional Strategies/Instructional Activities:
- **X** Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- **X** Indirect (Reflective Discussion; Concept Mapping)
- **X** Experiential (Charting/Graphing)
- **X** Independent Study (Journals; Reports)
- Interactive Instruction

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.

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Brief Summary of Unit:
In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to have developed general knowledge of self and have an accurate view of their academic standing, career interests, etc…

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.