Unit # 1 Title: Planning for Life

Lesson Title: Mapping My Career Direction  Lesson: 2 of 3

Grade Level: 8

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Academic Development

Materials (include activity sheets and/or supporting resources)
Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
High School Vocabulary Sheet
Career Clusters Sheet
My Chosen Career Cluster Plan of Action Template and Sample Paper and Writing Instrument

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 and outlines) for analysis or presentation.

- X Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom.
  1. plan and make written, oral and visual presentations for a variety of purposes and audiences
  6. apply communication techniques to the job search and to the workplace

- X Goal 3: recognize and solve problems
  8. assess costs, benefits and other consequences of proposed solutions

- 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
  1. speaking and writing standard English
  4. writing formally and informally
  6. participating in formal and informal presentations and discussions of issues and idea
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Social Studies</th>
<th>Science</th>
<th>Health/Physical Education</th>
<th>Fine Arts</th>
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**Enduring Life Skill(s)**

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<tr>
<th>X</th>
<th>Perseverance</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
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<tbody>
<tr>
<td></td>
<td>Courage</td>
<td>Compassion</td>
<td></td>
<td>Tolerance</td>
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<td></td>
<td>Respect</td>
<td></td>
<td>X</td>
<td>Goal Setting</td>
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**Lesson Measurable Learning Objectives:**
The student will write a paragraph identifying information about the career cluster of his/her choice and at least four high school classes, which correspond with that choice.

**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 student will write a paragraph identifying the career cluster of his/her choice and a plan to reach his/her career goal.

**Lesson Preparation**

**Essential Questions:**
How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?

**Engagement (Hook):**
Visit from high school counselor for a get acquainted time. (5-10 min.)

**Procedures**

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<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
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<tbody>
<tr>
<td>1. Middle school counselor will introduce high school counselor(s).</td>
<td>1. Students become acquainted with and have an opportunity to ask questions of the high school counselor.</td>
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<tr>
<td>2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.</td>
<td>2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study.</td>
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</table>
| 3. Counselor assists students in completing the Choosing My Career Cluster worksheet. | 3. Students use the information from their career portfolios to complete the **Choosing My Career Cluster**.
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<th>4. Counselor will lead a discussion regarding successful performance in classes.</th>
<th>4. Students will show their understanding of the importance of succeeding in classes through class discussion</th>
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<tr>
<td>5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.</td>
<td>5. Students will write a paragraph describing their career cluster choice.</td>
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**Teacher Follow-Up Activities**

All student work should be filed in student’s career folder for future use.

**Counselor reflection notes (completed after the lesson)**
CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

Health Services

The Career I think I would like…. 

Registered Nurse (B.S.N.)

The Path I Will Take to Meet That Goal…. 

SCHOOL-TO WORK        2 YEAR/VOCATIONAL SCHOOL        4 YEAR COLLEGE

_____________________        _________________________      University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. Anatomy & Physiology
9. __________________________
10. __________________________
CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

________________________________________________________________
The Career I think I would like….

________________________________________________________________
The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK 2 YEAR/VOCATIONAL SCHOOL 4 YEAR COLLEGE

____________________  _________________________  _____________________

_____________________________

Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
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High School Vocabulary

Credits/hours
Graduation requirements
A+ Program
Prerequisite
Core elective
Core requirement
Elective
College prep class
Career cluster
Practical art
Fine art
GPA
Technical classes
Four to six year plan