

<b>Unit #4 Title:</b> Life Long Learning and Goal Setting	
<b>Lesson Title:</b> Get Set For College	<b>Lesson:</b> 4 of 5
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive School Counseling Big Idea:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
<b>Grade Level Expectations (GLEs):</b> CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices.	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Career Development	

**Materials (include activity sheets and/ or supporting resources)**

<p><b>College preparation materials such as ACT “Get Set For College” college planning booklet (available free of charge):</b>  <a href="http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf">http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</a> for each student. (Consider having students download a copy before lesson)</p> <p>(NOTE: The ACT “Get Set For College” brochure is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based o ways others have prevented or solved problems</li> </ol>

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**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>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will list the six steps to simplify college planning.
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**Lesson Formative Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will complete a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>What do I want to do with my life?</p> <p><b>Engagement (Hook):</b></p> <p>On a map of Missouri, ask students to locate colleges that are of interest to them.</p>
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**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <p>Note: While this lesson may seem to exclude those who are not going to college – the strategies may</p>	<p><b>Student Involvement/Instructional Activities:</b></p>
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<p>be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the message that college is within everyone’s reach ... if they plan and act!</p> <ol style="list-style-type: none"> <li>1. Instructor passes out “Get Set for College” college planning booklets to each student.</li> <li>2. Students are guided through the six steps to simplify college planning:             <ol style="list-style-type: none"> <li>a. Know Yourself</li> <li>b. Consider College Characteristics</li> <li>c. List, Compare, Visit Colleges</li> <li>d. Apply for Admissions</li> <li>e. Develop a Plan to Pay for Your Education</li> <li>f. Review and Finalize Your Plans</li> </ol> </li> <li>3. Students are instructed to identify their NEXT step in college planning and to make a written plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will engage in reviewing “Get Set for College”</li> <li>2. Students work through each step.</li> <li>3. Students make a future plan.</li> </ol>
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**Teacher Follow-Up Activities**

Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the “Get Set for College” college planning booklet.

**Counselor reflection notes (completed after the lesson)**