

Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Post-Secondary Checklist **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive School Counseling Big Ideas:
 CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
 CD.7.A.12: Utilize knowledge of the world of work; personal interest; and strengths and limitations to develop short- and long- term post-secondary plans.
 CD.8.B. 12: Know and understand the levels of training and education required for post-secondary choices and life career goals.

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

Materials (include activity sheets and/ or supporting resources)

Post-Secondary Checklist
 pen or pencil

Show Me Standards: Performance Goals (check one or more that apply)

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
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 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 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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify the post-secondary options for which they feel ready.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will fill out the checklist, discuss their results, identify at least two post-secondary options, and develop a transition plan for their current choice.

Lesson Preparation

Essential Questions:
 How will I know if I am ready to graduate?

Engagement (Hook):
 Have the students take a trip down memory lane. Discuss TV shows they have watched, clothes they use to wear, and activities they participated in: elementary school, middle school, and now. Then, have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Have the students discuss life in elementary school and middle school and now and the changes they have made and have seen in others.	1. Students participate in the discussion.

2. Discuss how transitioning from high school to college or work is very much like previous transitions they have made.	2. Students participate in discussion. (May have each student contribute by passing it to someone else.)
3. Ask students what they think they need to do to made the transition smooth. Hand out the <i>Am I Ready</i> checklist.	3. Students fill out the checklist
4. Have students discuss their choices.	4. Discuss with partner.
5. Students will each share their transition plans.	5. Share plans and discuss

Teacher Follow-Up Activities

Students may need to develop a transition plan for their choice.
Discuss transition plans with students.

Counselor reflection notes (completed after the lesson)

Post-Secondary Checklist

Name: _____ Date: _____ Teacher: _____

AM I READY:

FOR WORK?

- ___ I KNOW I WILL HAVE ALL OF MY CREDIT FOR GRADUATION
- ___ I KNOW HOW TO FILL OUT AN APPLICATION
- ___ I KNOW WHAT EMPLOYERS LOOK FOR
- ___ I HAVE THE SKILLS AND KNOWLEDGE FOR THE JOB I WANT
- ___ I HAVE A WRITTEN RESUME
- ___ I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

- ___ I KNOW I HAVE ALL MY CREDIT FOR GRADUATION
- ___ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- ___ I HAVE TALKED TO A RECRUTER
- ___ I UNDERSTAND THE COMMITMENT AND REPONSIBLITY INVOLVED
- ___ I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING

- ___ I KNOW I HAVE ALL THE CREDIT FOR GRADUATION
- ___ I KNOW HOW TO FILL OUT AN APPLICATION
- ___ I KNOW THE REQUIREMENT S TO 'GET IN' TO THE COLLEGE OR

TRAINING

- ___ I HAVE THE REQUIREMENTS TO 'GET IN'
- ___ I KNOW HOW I AM GOING TO PAY FOR THIS
- ___ I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIMPLOMA (IF NEEDED)
- ___ I HAVE DISCUSSED THIS WITH MY PARENTS
- ___ I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
- ___ I KNOW HOW TO REQUEST MY TRANSCRIPT
- ___ I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)
