

Unit #1 Title: Lifelong Learning and Goal Setting

Grade Level: 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge):

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

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.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary. (DOK Level – 3)
- CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)
- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)
- CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. (DOK Level – 4)
- CD.7.C.11: Identify personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)
- 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. (DOK Level – 4)
- CD.8.B.12: Know and understand the levels of training and education required for life career goals. (DOK Level - 4)

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

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"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 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	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others

	<ol style="list-style-type: none"> 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	<ol style="list-style-type: none"> 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests, strengths, and limitations change over one's lifetime?
Why do people's career choices change?
How does a person share his/her strengths and skills?
What influences what a person wants to do with their life?
Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
The student will apply knowledge of self to develop information to be used for post-secondary applications.
The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast)
 Indirect (Problem Solving, Reflective Discussion)
 Experiential (Simulations, Surveys)
 Independent Study (Essays)
 Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete his/her Personal Plan of Study.
Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

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

How to prepare a *Personal Plan of Study*.
High school graduation requirements.
Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options