**Unit #1 Title:** Lifelong Learning and Goal Setting  

**Lesson Title:** Post-Secondary Checklist  

**Grade Level:** 12  

**Length of Lesson:** 55-70 minutes  

**Missouri Comprehensive Guidance and Counseling Domain:**  
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.  

**Grade Level Standard (GLSs):**  
CD.7.A.12.a.i: Utilize knowledge of the world of work; personal interest; and strengths and limitation to develop short- and long- term post-secondary plans. (DOK Level 4)  
CD.8.B. 12.a.i: Know and understand the levels of training and education required for life and career goals. (DOK Level 4)  

**American School Counselor Association (ASCA) National Standard:**  
Career Development Standard  
C. Students will understand the relationship between personal qualities, education, training, and the world of work.  

**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)**  

|   | 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  
|   | Goal 2: Communicate effectively within and beyond the classroom  
|   | 7. Use technological tools to exchange information and ideas  
|   | 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  
|   | 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  

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This lesson supports the development of skills in the following academic content areas.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Science</td>
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<tr>
<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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### Enduring Life Skill(s)

<table>
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<tr>
<th>X Perseverance</th>
<th>X Integrity</th>
<th>X Problem Solving</th>
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<tbody>
<tr>
<td>X Courage</td>
<td>Compassion</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Respect</td>
<td>X Goal Setting</td>
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### 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 GLSs. 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

<table>
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<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
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<td>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.</td>
<td>1. Students participate in the discussion.</td>
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</table>
2. Discuss how transitioning from high school to college or work is very much like previous transitions they have made.

3. Ask students what they think they need to do to made the transition smooth. Hand out the *Am I Ready* checklist.

4. Have students discuss their choices.

5. Students will each share their transition plans.

2. Students participate in discussion. (May have each student contribute by passing it to someone else.)

3. Students fill out the checklist

4. Discuss with partner.

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 RESPONSIBILITY 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 REQUIREMENTS TO ‘GET IN’ TO THE COLLEGE OR TRAINING

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 DIPLOMA (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)

______________________________________________________________________________
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