

Unit # 1 Title:How Does Who I Am, Relate to Planning for High School and Beyond?

Grade Level: 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Domain:

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-

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| Secondary Training/Education | |
| CD.9: Applying Skills for College and Career Readiness and Success | |
| Grade Level Standards: (GLSs) | |
| CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4) | |
| CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3) | |
| CD.8.A.08.a.i: Compare personal interests with information about careers and education. (DOK Level – 3) | |
| CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest. (DOK Level – 2) | |
| CD.9.A.08.a.i: Evaluate personal, ethical and work habit skills as they relate to achieving the student’s educational career plan. (DOK Level – 4) | |
| CD.9.B.08.a.i: Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4) | |
| American School Counselor Association (ASCA) National Standard: | |
| Career Development | |
| A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | |
| C: Students will understand the relationship between personal qualities, education, training and the world of work. | |

Time Required: Varies according to the instruments used

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

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|---|---|
| X | Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers. |
| | Goal 2: communicate effectively within and beyond the classroom |
| X | Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. |
| X | Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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 | Reading and writing skills |
| X Mathematics | Math skills; data analysis |
| | Social Studies |
| | Science |
| | Health/Physical Education |
| | Fine Arts |

Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
 Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
 Experiential (Narratives)
 Independent Study (Essays, Learning Logs)
 Interactive Instruction (Discussion, Think-Pair-Share, Cooperative Learning)

Unit Summative 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 identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:

Work Job Responsibilities of Workers College

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|--------------|------------------------|-----------|
| Career | Interests | Strength |
| Career Paths | Post-secondary Options | Ethics |
| Resume | Portfolio | Interview |
| University | Limitation | |

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.