

Unit #4 Title: Life Long Learning and Goal Setting	
Lesson Title: Get Set For College	Lesson: 4 of 5
Grade Level: 11	
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 (GLS): CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level 4)	
American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p>College preparation materials such as ACT “Get Set For College” college planning booklet (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf 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>

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
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 3. Exchange information, questions and ideas while recognizing the perspectives of others 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 2. Develop and apply strategies based o ways others have prevented or solved problems

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>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.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLSs.</p> <p>Assessment can be question answer, performance activity, etc.</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>Essential Questions:</p> <p>What do I want to do with my life?</p> <p>Engagement (Hook):</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>Instructor Procedures/Instructional Strategies:</p> <p>Note: While this lesson may seem to exclude those who are not going to college – the strategies may</p>	<p>Student Involvement/Instructional Activities:</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"> 1. Instructor passes out “Get Set for College” college planning booklets to each student. 2. Students are guided through the six steps to simplify college planning: <ol style="list-style-type: none"> a. Know Yourself b. Consider College Characteristics c. List, Compare, Visit Colleges d. Apply for Admissions e. Develop a Plan to Pay for Your Education f. Review and Finalize Your Plans 3. Students are instructed to identify their NEXT step in college planning and to make a written plan. 	<ol style="list-style-type: none"> 1. Students will engage in reviewing “Get Set for College” 2. Students work through each step. 3. Students make a future plan.
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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)