

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels	
Lesson Title: 12 th Grade Post-Secondary Checklist	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Domain: AD.5: Applying the Skills of Transitioning between Educational Levels.	
Grade Level Standard (GLS): AD.5.A.12.a.i: Utilize the achievement and performance skills necessary to transition to post-secondary options.	
American School Counselor Association National Standard (ASCA): Academic Development B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

Materials (include activity sheets and/ or supporting resources)

<p>Students' Personal Plans of Study A list of your high school's graduation requirements. <i>Am I Ready...</i> Activity Sheet Pencil/pen</p>
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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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 communication techniques to the job search and to the workplace
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 on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

	<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	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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 complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

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.

Assessment for this lesson will be through completion and discussion of the checklist.

Lesson Preparation

Essential Questions:
 What’s next for me? Will life be different in college or on the job?

Engagement (Hook):
 Have the students take a trip down memory lane. Discuss TV shows they 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:
<p>1. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have</p>	<p>1. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the</p>

made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
2. Instructor will hand out each student's Personal Plan of Study and the <i>Am I Ready...</i> activity sheet.	2. Students, using their own personal information, will complete the <i>Am I Ready...</i> activity sheet.
3. Instructor will hand out the <i>Am I Ready...?</i> activity Sheet.	3. Students will complete the <i>Am I Ready...</i> Activity Sheet.

Teacher Follow-Up Activities

Teacher may review with students their perceptions of being ready for graduation.

Counselor reflection notes (completed after the lesson)

NAME _____ DATE _____

AM I READY?

FOR WORK?

- _____ I KNOW I WILL HAVE ALL OF MY CREDITS FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW WHAT EMPLOYERS LOOK FOR
- _____ I HAVE THE SKILLS AND KNOWLEDGE I NEED 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 CREDITS FOR GRADUATION
- _____ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- _____ I HAVE TALKED TO A RECRUITER
- _____ 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 CREDITS FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW THE REQUIREMENTS 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 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

MY SPECIFIC PLANS ARE:

(NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)
