

Unit # 1 Title: Planning for Life

Lesson Title: My Four to Six Year Plan (My Personal Plan of Study) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: 30 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.08.a.: Design a Personal Plan of Study.

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)

High School Students/Mentors
 Student's Completed Career Folder
 District 4-Year Plan Template (Personal Plan of Study)
 District Graduation Requirements
 District Course Descriptions
 District A+ Planner
Career Cluster Sheet
 Teacher Recommendations
 High School Vocabulary List
 Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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| X | Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. |
| X | Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace |
| X | Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions |
| X | Goal 4: make decisions and act as responsible members of society 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)

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| X | Communication Arts | 1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

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|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.
Assessment can be question answer, performance activity, etc.

The student will complete a Personal Plan of Study and a journal entry about his/her educational and career goals.

Lesson Preparation

Essential Questions:

- What plans do I need to make to reach my career goals?
- What classes will I need to take in high school to follow my chosen career cluster?

Engagement (Hook):

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
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| 1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education. | 1. Students become acquainted with mentors and have an opportunity to see high school through their eyes. |
| 2. Counselor facilitates students' review of their career portfolios/folders, including | 2. Students review their career portfolios and use the information to assist them in |

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| <p>interest inventories, self-evaluations, graphs, and teacher recommendations for classes.</p> <p>3. Counselor goes over personal plan of study step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.</p> <p>4. Counselor instructs students to write a journal entry for their career folder regarding their goals and personal plan of study.</p> | <p>developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.</p> <p>3. Students work toward completion of their plan.</p> <p>4. Students write a journal entry for their career folder e.g.: “My hopes for my future.”</p> |
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Teacher Follow-Up Activities

All student work should be filed in student’s career folder for future use.
The counselor may choose to invite the high school mentors back if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student’s completed plans and address transition into the high school.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan



Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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