

Unit 1 Title: Planning for Life

Grade Level: 8

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

Student Career Folder

Career Clusters Sheet

High School Vocabulary Sheet

High School Students/Mentors to perform Pitfalls Skit

Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other

Interest Inventories Results

High School Vocabulary Sheet

Career Clusters Sheet

My Chosen Career Cluster Plan of Action Template and Sample

Paper and Writing Instrument

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

Materials/Special Preparations Required:

District Graduation Requirements

District A+ Planner

District 4-Year Plan Template (Personal Plan of Study)

District Course Descriptions

High School Vocabulary Sheet

Career Clusters Sheet

High School Students/Mentors,

Completed Student Career Folders

Teacher Recommendations

Paper and Writing Instrument

Missouri Comprehensive Guidance Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Standard (GLS):

AD.6.A.08.a. Recognize the importance of an educational plan. (DOK Level - 4)

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.

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: 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 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline 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	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does academic performance affect later career/education choices?

Unit Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.
The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with the chosen cluster.
The student will complete a personal plan of study.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Explicit Teaching)
☐ Indirect

- ☐ Experiential
- ☒ Independent Study (Journals; Learning Activity)
- ☒ Interactive Instruction (Role Playing)

Unit Summative 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.

Brief Summary of Unit:

In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc.

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career clusters, graduation requirements and basic requirements for any post-secondary plans.