

**Unit #1 Title:** Lifelong Learning and Goal Setting

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5

**Time Required for Each Lesson:** 55-70 minutes

**Lesson Titles:**

**Grade 9**

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8<sup>th</sup> Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

**Grade 10**

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8<sup>th</sup> Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

**Grade 11**

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge):

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student

**Grade 12**

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

**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-Secondary Training/Education

**Grade Level Standard (GLSs):**

- CD.7.A.09.a.i: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary. (DOK Level – 3)
- CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)
- CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)
- CD.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)
- CD.7.A.11.a.i: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. (DOK Level – 4)
- CD.7.C.11.a.i: Identify personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)
- CD.7.A.12.a.i: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)
- CD.8.B.12.a.i: Know and understand the levels of training and education required for life career goals. (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 decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

**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"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, question and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> <li>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> <li>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	<p>Mathematics</p>
X	<p>Social Studies</p> <ol style="list-style-type: none"> <li>4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand)</li> <li>6. Relationship of the individual and groups to institutions and cultural traditions.</li> </ol>
	<p>Science</p>
	<p>Health/Physical Education</p>
	<p>Fine Arts</p> <ol style="list-style-type: none"> <li>1. Process and techniques for the production,</li> </ol>

		exhibition or performance of one or more of the visual or performed arts
--	--	--------------------------------------------------------------------------

**Unit Essential Questions:**

How do interests, strengths, and limitations change over one's lifetime?  
 Why do people's career choices change?  
 How does a person share his/her strengths and skills?  
 What influences what a person wants to do with their life?  
 Are career choices a decision or a journey?

**Unit Measurable Learning Objectives:**

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.  
 The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.  
 Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.  
 The student will apply knowledge of self to develop information to be used for post-secondary applications.  
 The students will list the six steps to simplify college planning.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Compare & Contrast)  
 Indirect (Problem Solving, Reflective Discussion)  
 Experiential (Simulations, Surveys)  
 Independent Study (Essays)  
 Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.**  
 Each student will complete his/her Personal Plan of Study.  
 Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

**Brief Summary of Unit:**

In this unit for 9<sup>th</sup> – 12<sup>th</sup> grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

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

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options