

**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-High School Requirements

Materials/Special Preparations Required:

Each student's Personal Plan of Study (initiated in eighth grade)

Career interest inventory results

List of the entrance requirements for public and private postsecondary 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 eighth grade)

Activity sheet: Occupational Trial Plan. The 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 the ACT Get Set For College brochure available free of charge at <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

**Mississippi College and Career Readiness Standard:**

**ELA:** RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7

**ELA:** W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9

**ELA:** SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5

**ELA:** L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6

**ELA:** WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9, WHST.11-12.8

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

**American School Counselor Association (ASCA) National Standard:**

M 2, M 3, M 4, M 5, M 6

B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7

B-SMS.1, B-SMS.4, B-SMS.5

B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**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 postsecondary 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 and objectives.**

**Assessment can be question answer, performance activity, etc.**

Each student will complete his/her Personal Plan of Study.

Students will fill out the postsecondary 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 grades 9-12, students will learn and implement knowledge, skill, and understanding that will enable them to apply self-knowledge to the process of planning for postsecondary 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 postsecondary options