

**Unit #1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study

**Lesson:** 2 of 2

**Grade Level:** 8

**Length of Lesson:** 50 minutes. Note that this lesson may take two sessions to complete, depending on the group.

**Mississippi College and Career Readiness Standards:**

**ELA:** W.8.7

SL.8.2, SL.8.4, SL.8.6

L.8.1, L.8.2, L.8.3, L.8.6

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

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M2, M 3, M4, M 5, M 6

B-LS.1, B-LS.2, B-LS.4, B-LS.7, B-LS.9

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

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

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

**Materials (include activity sheets and/ or supporting resources)**

*Students' Personal Plans of Study/Career Portfolios:* Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results, and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g., a portfolio), help them gather together as much information as possible (e.g., results of interest inventories, job shadowing reflections, worker interviews).

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson

Activity sheet: *Mapping Out Your Personal Plan of Study* or an online planning resource.

High school course catalog, if available

**NOTE:** Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA-approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will use prior knowledge, as well as information from the day’s lesson, to complete a *Personal Plan of Study*.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals and objectives. Assessment can be question answer, performance activity, etc.**  
 The student will set a career goal and compile a *Personal Plan of Study* that will facilitate reaching that goal.

**Lesson Preparation**

**Essential Questions:**  
 How can I reach my future goals?

**Engagement (hook):**  
 Return with one of the road maps from the previous lesson. “Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?”

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to relate hook statements to their own goals and plans.                       “During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future.”</li> <li>2. “First of all, we are going to consider where you’ve been and where you are now.”                       Using the completed <i>Resource Checklist</i> and <i>Mapping It Out</i> activity sheets, review student information briefly, asking students to share one or two observations</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</li> <li>2. Students will volunteer one or two concepts they learned and/or discovered about themselves.</li> </ol>
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<p>about what they learned during that activity.</p> <p>3. “Going back to our analogy about taking a trip, in the previous lesson we talked about preparing for a trip. If you don’t have gas money or you don’t plan for the weather, your trip may not go as well as you hoped. Looking at your <i>Mapping It Out</i> activity sheet, place a star or stars on the area(s) you may need to bolster in order to be better prepared on the road ahead.”</p> <p>While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.</p> <p>4. “Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly.”</p> <p>Point out the differences between high school and middle school expectations. For example, in middle school most students take the same coursework, while in high school choices are made according to student achievement levels and interests.</p> <p>In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the</p>	<p>3. Students will review their information and evaluate the area(s) where they may need to improve.</p> <p>4. Students will respond with questions to clarify their understanding.</p>
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<p>credit system in high school makes passing each semester of each class a necessity.</p> <p>Distribute <i>Mapping Out Your Personal Plan of Study</i> activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs.</p> <p>Schools using an online planning service may choose to utilize that service at this point.</p> <p>5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include fine arts and practical arts. The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed.</p> <p><i>(NOTE: Be prepared for this activity to take two sessions.)</i></p> <p>6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared?</p> <p>Once students have completed their <i>Personal Plans of Study</i>, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a</p>	<p>5. Students will work individually to complete their high school personal plans of study.</p> <p>6. Students will review their information with parents/guardians.</p>
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<p>parent/guardian and student night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.</p>	
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**Teacher Follow-Up Activities**

<p>Teachers may follow up in an advisory capacity, helping students with the high school planning process.</p>
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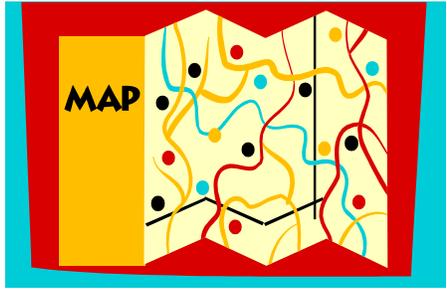
**Counselor reflection notes (completed after the lesson)**

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## Mapping Out Your Personal Plan of Study

**Freshman year (9<sup>th</sup> grade)**

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**Junior year (11<sup>th</sup> grade)**

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**What is your ultimate career goal?**

\_\_\_\_\_

**Career path/career cluster:**

\_\_\_\_\_

**Sophomore year (10<sup>th</sup> grade)**

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Education/training required:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Senior year (12<sup>th</sup> grade)**

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**State requirements:**

\_\_\_ Units of mathematics

\_\_\_ Units of language arts

\_\_\_ Units of social studies

\_\_\_ Units of science

\_\_\_ Units of P.E.

\_\_\_ Units of personal finance

\_\_\_ Units of health education

**District requirements:**

\_\_\_\_\_

\_\_\_\_\_



What are some key school- or community-based clubs, organizations, or activities that will help you on your way?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where can you gain more information about your ultimate career goals and the requirements needed to achieve those goals?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who can give you support and encouragement when you get "lost?"

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\_\_\_\_\_