

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

Grade Level: 8

Number of Lessons in Unit: 2

Time Required: 50 minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

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).

Highway maps or access to Google Maps, MapQuest, etc.

Activity sheet: *Resource: Portfolio Contents Checklist*

Activity sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It All Together: The Personal Plan of Study

Materials/Special Preparation:

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, such as Missouri Connections

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.

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>

Time Required: Varies according to the instruments used

Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?

How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.

The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.

The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

Direct (guided and shared - reading, listening, viewing, thinking)

Indirect (reflective discussion, writing to inform, concept formation)

Experiential (narratives)

Independent Study (essays, Learning Logs)

Interactive Instruction (discussion, think-pair-share, cooperative learning)

Unit Summative Assessment (acceptable evidence):

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

Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and postsecondary education will aid in the achievement of career goals.

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a four-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The curriculum builds on each student's prior knowledge and understanding in academic content, as well as comprehensive guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the professional school counselor.

For career development, the common vocabulary for eighth graders includes:

Work	Job responsibilities of workers	College
Career	Interests	Strength
Career paths	Postsecondary options	Ethics
Resume	Portfolio	Interview
University	Limitation	

The common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job-seeking skills, and work success and satisfaction.