

**EXPECT THE UNEXPECTED**

**Purpose:** This lesson helps students clarify expectations of varying situations; students are provided an opportunity to prepare for meeting expectations in high school.

**Time Required for Lesson:** 30 minutes

**Grade Level:** 8

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD5 Applying the Skills of Transitioning Between Educational Levels.

**Concept:** AD.5.A. Transitions

**ASCA Standards:** Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** None

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 8 Unit:** Moving On...Transitioning to the High School **Concept:** AD 5.A



**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines 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. Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students write two expectations and how they plan to address each.

**Lesson Preparation**

**Essential Questions:** What will be expected of you in high school? How will you go about meeting those expectations?

**Engagement (Hook):** Preparing for the unexpected. What roles do expectations play in our lives.

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Discuss with students the role expectations play in our lives. Indicate that expectations are always present and come from ourselves or others. Use family expectations as an example for discussion	1. Students listen and discuss past or current expectations.
2. Ask students: How do you respond to expectations?	2. Students share and discuss how they respond to expectations.
3. Have students make a list of expectations for high school. Include expectations from parents, teachers, friends, and themselves.	3. Students make a list of expectations for high school and include those expectations from parents, teachers, friends, and themselves. Students discuss feelings of meeting the expectations.
4. Ask the following: a) which expectations will be the most difficult to meet? Why? b) Which expectations do you look forward to meeting? Why?	4. Students respond to questions and engage in discussion

## TRANSITIONING FROM MIDDLE SCHOOL TO HIGH SCHOOL

**Purpose:** These two lessons help alleviate some of the anxiety MS/JH students experience as they prepare to make transition into high school. Students' questions are submitted anonymously for high school students to answer.

**Time Required for Lesson:** Two 50 minute sessions **Grade Level:** 8

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD.4: Applying Skills Needed for Educational Achievement

**Concept:** AD.4.A. Transitions

**ASCA Standards:**

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** A medium-sized box, High school students for a panel

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 8 Unit: The Successful Student Concept: AD 4.A**  

**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>6. Discover and evaluate patterns and relationships in information, ideas, and structures.</li> <li>8. Organize data, information and ideas into useful forms 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, questions information and ideas while recognizing the perspective of others</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>3. Develop and apply strategies based on one's experience in preventing or solving problems.</li> <li>4. Evaluate the processes used in recognizing and solving problems.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</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>4. Recognize and practice honesty and integrity in academic work and in the work place.</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</li> </ol>

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	Goal 1: Gather, analyze and apply information and ideas Writing, evaluating information, discussion
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students write two to three questions they have about high school and observation of student engagement in the panel discussion

**Lesson Preparation**

**Essential Questions:** How do people handle transitions? What questions are helpful in making transitions?

**Engagement (Hook):** Have high school students enter the room and ask the following question: Can these students help you with you with your move from middle to high school?

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>Session I</b></p> <ol style="list-style-type: none"> <li>1. Explain that students entering high school could have questions regarding the transition. Have students write two to three questions they might have regarding the transition from middle school to high school.</li> <li>2. Ask students to place their questions in a box</li> </ol> <p><b>Session II</b></p> <ol style="list-style-type: none"> <li>3. Introduce a high school panel with three to four high school students. Have high school students to draw questions from the box and provide answers based upon his or her experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students write two to three regarding transition from middle to high school</li> <li>2. Students place questions in the box</li> <li>3. Students listen and ask questions for clarification.</li> </ol>

## DO I HAVE HOMEWORK?

**Purpose:** In this lesson, students learn a method they can use to remember homework assignments and test dates.

**Time Required for Lesson:** 30 minutes

**Grade Level:** 6-8

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** 4. Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

**ASCA Standards:** Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** Index cards; Pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 6-8**      **Unit:** The Successful Student      **Concept:** AD 4. B.  

### Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students write information regarding homework assignments or test dates on index cards.

**Lesson Preparation**

**Essential Questions:** What is the significance of completing homework assignments? How is homework assignments beneficial academic achievement?

**Engagement (Hook):** Homework! A chore or a necessity?

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> <li>1. Distribute an index card to each student. Demonstrate a sample completed homework index card on the board or smart board.</li> <li>2. Ask students to write the following information on an index card: a) the date in the upper right hand corner, b) class period on the left side of the card, c) assignments or test dates next to each class, d) and textbooks or folders that need to be taken home.</li> <li>3. Instruct students to fold the card and carry it in a purse, pocket, or backpack</li> <li>4. Suggest to students that at the end of the day, they should stand in front of their locker and mentally review the day, period by period, using the index card. After obtaining materials from their locker, students should put the index card back in place so that they can refer to it when starting homework.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students receive an index card.</li> <li>2. Students write the information on the index card.</li> <li>3. Students listen and at the appropriate time place the completed index card in a purse, pocket, or backpack.</li> <li>4. At the end of the day, students stand in front of their locker and mentally review the day, period by period, using the index card. After obtaining materials from their locker, students should put the index card back in place so that they can refer to it when starting homework.</li> </ol>

## ORGANIZING FOR SUCCESS

**Purpose:** Students learn how to organize a portable desk or supplies in order to prevent confusion and become more focused on the task at hand.

**Time Required for Lesson:** 20 minutes

**Grade Level:** 7-8

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** 4. Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

**ASCA Standards:** Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** Paper, Pencils/pens, Notebooks, Rulers, File Folder Boxes

### Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7-8

Unit: The Successful Student

Concept: AD 4. B .



### Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Writing formally...and informally.... Participating in formal/informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students make his or her portable desks with available materials and add additional at home.

**Lesson Preparation**

**Essential Questions:** How can you contribute to your success? Why is it important to organized tools for achieving success?

**Engagement (Hook):** Ask students: How many of you organize for success? Explain to student the benefits of organizing for success.

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. Prior to class, fill an empty file folder with loose-leaf paper, pens, pencils, a ruler, a pocket dictionary, and a notebook.</p> <p>2. Instruct students that in order to save time in settling down to do homework, they can keep materials used to complete homework together in a portable desk. Demonstrate the file folder box and its contents. Explain that this box should be kept on a closet shelf, so that little brothers and sisters cannot get into it. Have some materials on hand for students to make portable desk.</p> <p>3. Tell students that picking up the portable desk could be the first signal for them to start their homework. Remind students that all textbook and file folders taken home each day from school should be placed in the same area each day after arriving home. This area should be close to the portable desk.</p> <p>4. Explain to students the importance of choosing a study area with little distractions so that work can be accomplished effectively. Have students share and discuss areas they think they can study with little distractions.</p> <p>5. Explain that upon completion of their homework, portable desk should be put away and school materials should be stacked in the same place. Suggest that students write assignments in their note books and check off each assignment as it is completed.</p>	<p>1. N/A</p> <p>2. Students listen and observe. Students use available materials to make portable desks.</p> <p>3. Students take all textbooks and file folders home each day and place them next the area of his or her portable desk.</p> <p>4. Students share and discuss areas they think they can study with little distractions.</p> <p>5. Students listen and consider putting portable desk and school materials in the same place. Students use notebooks to check off completed assignments.</p>



### USING YOUR TIME WISELY

**Purpose:** This lesson helps students gain a better understanding of how they currently spend their time so they can budget it to maximize their chance of success.

**Time Required for Lesson:** 30 minutes

**Grade Level:** 6-7

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD 4 Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

**ASCA Standards:** Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** "How Do I Spend My Time?" Activity sheet; Pens/pencils

#### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 6-7**

**Unit:** The Successful Student

**Concept:** AD 4. B



#### 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>6. Discover and evaluate patterns and relationships in information, ideas and structures.</li> <li>8. Organize data, information, and ideas into useful forms 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> </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>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</li> <li>6. Identify tasks that require coordinated effort and work with others to complete those tasks.</li> </ol>

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	<ol style="list-style-type: none"> <li>1. Speaking and writing</li> <li>2. reading and evaluating material</li> <li>4. writing informally</li> <li>5. participating in informal discussion</li> </ol>
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students complete “How Do I Spend My Time” activity sheet and discuss answers to the last three questions.

**Lesson Preparation**

**Essential Questions:** Why is it important to value your time?

**Engagement (Hook):** Have students look at the face of a clock. Explain that time is an important commodity. Give examples.

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> <li>1. Ask students what they think the saying, “Time waits for no one” means.</li> <li>2. Suggest that it means that time passes and we cannot control that passage. Even though there are just 24 hours in a day and 168 hours in a week, we can learn to organize ourselves and make better use of those hours. Welcome comments.</li> <li>3. Ask students how people decide to spend their days. Explain that there are many things we must do and we allot time for those things. On the other hand, there are many hours of unplanned and unscheduled time that we may have to ourselves.</li> <li>4. Distribute the “How Do I Spend My Time?” activity sheet. Ask students to fill in a typical day of activities. They may add to the existing categories if needed.</li> <li>5. Ask students to share responses. Point out similarities and differences in students’ days. Be certain to discuss the responses to the questions at the bottom of the questionnaire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students give suggests for the meaning, “Time waits for no one” means.</li> <li>2. Students listen and comment on suggestions</li> <li>3. Students suggest how people decide to spend their days.</li> <li>4. Students receive activity sheet and fill in a typical day of activities adding existing categories if needed.</li> <li>5. Students share and discuss responses, noting similarities and differences in their peer’s day. Students share, compare, and discuss the last three questions on the questionnaire.</li> </ol>

## DO I SPEND MY TIME WISELY?

This activity sheet will show you how you spend your time on an average day. Remember, a day starts at midnight, and ends just before the next midnight. Your day should add up to 24 hours. Be sure to answer the questions at the bottom of the page, and be ready to share!

<i>Activity</i>	<i>Hours spent</i>
<i>Sleeping/napping</i>	
<i>Eating/snacking</i>	
<i>At school, in classes</i>	
<i>After school, clubs, etc.</i>	
<i>Jobs or responsibilities</i>	
<i>Home responsibilities</i>	
<i>Recreation</i>	
<i>Watching TV</i>	
<i>Talking on the telephone and/or texting, computer</i>	
<i>Visiting friends</i>	
<i>Homework/studying/practicing</i>	

*I spend most of my time* \_\_\_\_\_

*I spend less time* \_\_\_\_\_ *than I should because* \_\_\_\_\_

*My biggest "time-waster" is* \_\_\_\_\_

*If I could, I would spend more time* \_\_\_\_\_

\_\_\_\_\_ *and less time* \_\_\_\_\_

**BEYOND ACADEMICS**

**Purpose:** Students learn about the benefits of participating in extracurricular activities.

**Time Required for Lesson:** 30 minutes

**Grade Level:** 6-7

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD 6: Developing and Monitoring Personal Educational Plans



**Concept:** AD.6.A. Educational Planning for Lifelong Learning

**ASCA Standard:** 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.

**Materials:** None

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 6-7**      **Unit: My Path to Success**      **Concept: AD 6.A.**       

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs and 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
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
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 deadlines 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)**

	Communication Arts	
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students suggest two extracurricular activities that he or she plans to participate or is interested in.

**Lesson Preparation**

**Essential Questions:** What is the importance of extracurricular involvement?

**Engagement (Hook):** Have two scales and place a strip of paper with “Academics” and “Extracurricular Activities” written on them. Place a strip on each scale. Ask: Is there is more to school than academics!

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the benefits of student involvement in extracurricular activities. Student can be positive contributors to the school environment	1. Students share and discuss involvement in extracurricular activities
2. Make three columns on the board “Interests,” “Activities,” and “Suggestions.”	2. Students observe
3. Ask students to share things they like to do or would like to do in his or her spare time. Provide examples, playing sports, listening to music, going to movies, fixing things, etc. List suggestions under “Interest”	3. Students share various interest
4. Ask student to list all the extracurricular activities available at your school.	4. List extracurricular activities suggested by students on the board under the “Activities” column. Discuss those activities for student involvement or potential involvement
5. Ask students to suggest activities of interest that are not available at their school. Place those activities under “Suggestion.” Take a poll of how many students are interested in the activities and provide a numerical value for each.	5. Students suggest activities of interest that are not available at his or her school. Students vote on activities they would like to see available.
6. Explain that if many students are interested in a suggested activity, those students should approach school staff members who might be able to help.	6. Students speak to staff regarding possible activities that are not currently available at his or her school.

## PLANNING FOR SUCCESS

**Purpose:** Students explore careers and/or occupations in preparation for making Personal Educational Plans.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 6-8

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD.6: Developing and Monitoring Personal Educational Plans

**Concept:** AD.6.A. Educational Planning for Lifelong Learning

**ASCA Standards:**

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.

**Materials:** Access to the school's library or computer lab; Paper; Pens/pencils

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 6-8**

**Unit: Planning for Life**

**Concept: AD6. A**



**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
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 5. develop, monitor and revise plans of action to meet deadlines 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 idea
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students researched one occupations or career interest. Write a paragraph the summarize their findings

### Lesson Preparation

**Essential Questions:** What can we do to prepare for a career or occupation?

**Engagement (Hook):** A pattern of a 'fork in the road' is placed on the floor. Stand at the fork and ask the following: You come to a fork in the road, which path do you take?

### Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Take students to the library or computer lab to research one occupation or career of interest, noting availability, rewards, training need, courses needed in high school, and reasons for the type of work.	1. Using library sources or technology, students research one occupations or career of interest paying particular attention to availability, rewards, training need, courses needed in high school, and reasons for the type of work
2. Ask for volunteers to share research findings of occupations or careers.	2. Students share research findings of occupations or careers. Discuss similarities and differences
3. Write a paragraph that explains how you can use your research findings to plan for high school courses and occupations and/or career choices?	3. Students write a paragraph that explains how research findings can help prepare for high courses and occupation and/or career choices.