**COUNSELOR LESSON PLAN**

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| **Topic: Freshman Transition – Intro to High School Pt. 2**  **Duration: 50 min**  **Grade Level**: **8th grade** | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Academic: Competency A1 Improve Academic Self-concept**  **A:A1.2, A:A1.5**  **Competency B2 Acquire Skills for Improving Learning**  **A:A2.1-4**  **Competency A3 Achieve School Success**  **A:A3.2-5**  **Competency B1 Improve Learning**  **A:B1.1-7**  **Competency B2 Plan to Achieve Goals**  **A:B2.1-7**    **Career: Competency Develop Career Awareness**  **Competency B:1 Acquire Career Information**  **C:B1.1-7**  **Competency B2 Identify Career Goals**  **C:B2.1-2, 4-5**  **Personal Social: Competency A1 Acquire Self-Knowledge**  **PS:A1.1-5, 9-10**  **Competency A2 Acquire Interpersonal Skills**  **PS:A2.6-7**  **Competency B1 Self Knowledge Application**  **PS:B1.1-2, 9-11** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Why is important to know what GPA is and what rank is?** | | Semester credit  GPA cumulative GPA  Requirement elective  Eligibility weighted grades  Class rank classification | |
| **INTRODUCTION TO LESSON** | | | |
| **Most students have had a previous lesson on GPA in their ECAP and/or AVID classes. Review with students why GPA is important and how it will affect them in high school when they are ranked and when applying to universities.** | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Review previous session’s lessons on graduation and university requirements using the Freshman Transition ppt. Solicit responses from students | | Students give information previously learned in previous lesson. | |
| Introduce and review what grade point average is and where it can be found on their report cards. Ppt. slide 7 | | Students fill it out as they review it on the ppt. | |
| Give example and solicit responses on the ppt. | | Students will follow along give responses. | |
| Pass out worksheet on figuring out GPA | | Students will complete worksheet in individually, in pairs or in small groups. | |
| Review GPA and compare to a cumulative GPA | | Students will follow along. | |
| \*\*If students have copies of their most recent report cards, have students figure out their current GPA | | Students will work out their GPA and see where they rank at present in their school. | |
| Check for understanding on ppt. slide 9 | | Students give responses to questions on ppt. | |
| Now that students have gotten all the necessary information, have them, with the use of the graduation and college entrance requirement, fill out a 4 year plan. Ppt slide 11 | | Students will complete a four year plan using their information sheets on high school graduation and college entrance requirements. | |
| Finish the ppt. slides 12-16 that points out having students getting involved and the importance of the four A’s. | | Students will have the opportunity to ask questions. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Review what will be necessary to know upon entering high school. Have students discuss in partners or small groups what all the necessary components to know are in regards to high school graduation and college entrance requirements.  Counselor will walk around the room and listen to discussions relating to their understanding of high school.  Ticket out the door: What is your current GPA? | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| **W** – Choose classes for Freshman year.  **I** - Students will use inquiry in making choices as to what academies to choose.  **C**  - Students will collaborate in discussing  **O**  - Students will organize their class on their Four year plan.  **R**  - Reading of ppt. and information on worksheets | | | |
| **RESOURCES** | | | |
| ASCA student Standards: Program Planning Tool | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Pair SPED and/or ELL students with a model student in order to figure out their GPA’s.  Sit with small groups to work on four year plan.  Break down list of vocabulary for students into smaller sections.  Chunk lesson. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| DVFA & SSFA counselors | | |