**COUNSELOR LESSON PLAN**

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| **Topic: Interperpreting EXPLORE Results, part 1**  **Duration: 50 min sessions**  **Grade Level**: **8th grade** | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Academic: Competency A1 Improve Academic Self-Concept**  **A:A1.1, A:A1.4, A:A1.5,**  **Competency A3 Achieve School Success**  **A:A3.5**  **Competency B1 Improve Learning**  **A:B1.1-2**  **Competency B2 Plan to Achieve Goals**  **A:B2.2--7**  **Personal Social: Competency A1 Acquire Self-Knowledge**  **PS:A1.1, 2,5,9**  **Competency B1 Self-Knowledge Application**  **PS:B1.2** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Students will be able to explain what their scores reflect on their EXPLORE results.** | | ACT – Aptitude  College Readiness  Composite score  Core  Rhetorical skills  ECAP, Pre-ECAP | |
| **INTRODUCTION TO LESSON** | | | |
| Using the Careers and College Planning Guide, Re-introduce the reason for taking EXPLORE test. Designed to be a pre-cursor to the PLAN and finally taking the ACT. This is to help them be better prepared when taking the ACT when they are Juniors and Seniors. Students will also be completing a Pre-ECAP concurrently with learning how to read their EXPLORE results. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Introduce lesson beginning with EXPLORE PPT. | | Students follow along. | |
| Ask students to open their College and Career Guide book and read the letter from Kurt Warner. | | Students will read the letter from Kurt Warner and Discuss he intended meaning. | |
| Explain what a composite score is and where to find it. | | Students locate their composite score and read it. | |
| Explain to students how to read their scores and how it transfers to the bar graph. | | Students will locate their scores, and read their bar graphs to find where they rank in comparison to the nation and the school. | |
| Explain to students what the Proposed PLAN score is and where it is located. | | Students will locate their proposed PLAN score range. | |
| Explain to students what CORE is and what the National CORE is and what they said they needed for college classes. | | Students will locate the part of the form where the CORE classes are and read what the core is and what they said the necessary number of classes was. Compare and Contrast. | |
| Explain to students what the benchmark range is for the EXPLORE (as stated by ACT) and explain how they were placed on above, at, or below being college ready. | | Students will locate the benchmark and be able to explain why their checkmarks are in being college ready. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Students will be able to explain how to read the graph and their scores on their EXPLORE results form to each other. Counselor will walk around and listen to the conversations occurring while explaining how to read the results form. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W – Students will write in their Pre-ECAP form their scores  I – Inquiring about their bar graph, what composite score is, What they need to know for the next test.  C – Think, pair, share what composite scores are and what theirs are.  O – Students can point out the organization of the report.  R - Reading all over the report itself. Reading from the College and Careers guide. | | | |
| **RESOURCES** | | | |
| NAU Gear Up ppt.  College and Career Planning Guide  ACT How to read your results | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Students may be paired up to help each other understand how to read the results.  Break down terminology in student friendly language what the different parts of the test results are. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| College and Careers Planning guide. | | |