

SCHOOL COUNSELING CURRICULUM

Colchester Public Schools



Presented to the Colchester Board of Education
April 8, 2014

Members of the Curriculum Committee

Bacon Academy School Counselors

Andrea Merry

Tom Racine

Christie Williams

Ron Sefchik

Kristen Raulerson

Linda Iacobellis, Assistant Principal

William J. Johnston School Counselors

Meg Lewis

Michele Yoder-Gerow

Sharon Gagne

Jennifer Olsen, Assistant Principal

Barbara Gilbert, Director of Teaching and Learning

School Counseling Curriculum 2014

Introductory Materials	1
School Counseling Content Standards	2
Student Success Plans	3
School Counseling Lesson Plans	4
Student Success Planners	5
School Counselor Rubrics	6
Resources & Budget	7
Appendix	8

Research shows that high quality school counseling services affect a child's well-being and have positive effects on student grades, academic achievement, and behavior. Additionally, school counselors provide every student with an opportunity to set goals and develop a student success plan that will aid them in leaving school ready for college and careers. School counselors support the development of lifelong learners who graduate to be responsible citizens.

Philosophy and Mission

The Colchester School Counseling Program is designed to address the developmental needs of all students. School counseling is an integral part of the total educational program, and is in alignment with the mission of Bacon Academy and William J. Johnston Middle School, the Colchester Board of Education and the Connecticut Comprehensive School Counseling Program (2008). The mission of Colchester's School Counseling Program is to advocate, lead and collaborate in our effort to motivate students, help build character and engage in lifelong learning. Our mission includes helping each and every student improve academic achievement and meet with success. Additionally, our program builds a safe and positive school culture by promoting positive relationships among students, faculty, staff and community members so that students graduate college and career ready.

Goals

Colchester's Comprehensive School Counseling Program, in collaboration with teachers, administrators and parents, to help students acquire skills for improving learning and achieving school success; this includes identifying educational goals and developing a plan to achieve them. We also aid students in acquiring the knowledge needed to identify career goals; this includes how to acquire and apply information and skills. Student self-knowledge, interpersonal and personal skills, and application of that knowledge will aid them with future planning and managing life events.

Additionally, our program aims to help students strengthen the 21st Century learning skills that are critical to their success. These include:

- Teamwork and collaboration
- Initiative and leadership
- Curiosity and imagination
- Innovation and creativity
- Critical thinking and problem solving
- Flexibility and adaptability
- Effective oral and written communication
- Accessing and analyzing information

Program Delivery

The program components of Colchester's comprehensive school counseling program are:

1. The school counseling curriculum
Developmental and sequential lessons and activities in classrooms and/or group settings to address student development in academic, career, and personal/social domains
2. Individual student planning
Activities focusing on assisting each student to develop, analyze, and evaluate his or her education, career and personal/social growth goals and plans based on lessons and activities designed for a given grade.
3. Responsive services
Strategies and interventions that school counselors use to address problems students face in academic, career, and personal/social development.
4. Collaboration within and outside the community
Services to students through consultation with teachers, administrators, and parents regarding student needs and collaborative and advocacy efforts within school and community agencies.

Comprehensive school counseling assumes that there is program content that all students should learn systematically and sequentially. The school counseling curriculum provides information and essential skill development to support a student success plan and requires support of faculty and parents to be implemented successfully.

Critical Data

Critical data elements that school counselors use to inform their practice include:

- Attendance
- Report cards
- Dropout rates
- Discipline referrals
- Enrollment in honors, AP and college level courses
- GPA
- High school graduation rates
- College selections
- Evaluation of student success plans
- Number of students enrolling in postsecondary education
- Number of students completing postsecondary education
- Participation in academic support services including SRBI
- Course passing rates
- Promotion from one grade level to the next
- Special education referrals & 504 referrals
- Suspensions & Expulsions
- Universal screening results and other achievement data such as SBAC, CMT-Science, CAPT-Science, NWEA, STAR, PSAT, SAT, AND AP scores

- Student participation in extracurricular activities.
- STAT Outcomes
- Data from interventions implemented by FWSN Board
- College readiness data (AP Potential)

Content Standards

Colchester's Comprehensive School Counseling Program includes the nine standards adopted from the American School Counselors Association national model. School Counseling services are predicated on a developmental theory which states that individuals experience stages of academic, career, and personal/social growth and that school counseling programs must be structured to anticipate and fulfill their needs. These three domains form the content of the school counseling curriculum, individual student planning, group work, individual counseling, consultations and collaboration.

The focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals and developing a plan to achieve them, and relating school to life experience.

The focus for career development is career awareness and employment readiness, acquiring knowledge to identify career goals, and acquiring and applying information and skills to achieve career goals.

The focus for personal/social development is acquiring of self-knowledge, interpersonal and personal skills, and application of that knowledge to future planning and life events.

Colchester School Counseling Content Standards

The School Counseling Standards are addressed in the following environments:

- Mentor Meetings/Advisory
- Individual meetings with students
- In-class lessons provided by school counselors
- Health Classes
- Technology Classes
- Using Naviance surveys and inventories
- PBS lessons
- Guest speakers
- Parent/Caregiver Meetings
- School Counselor before and after school programs and presentations for staff, students and parents/caregivers
- Small need-based group sessions

Additionally, many of the concepts included in this document are reinforced in whole-school efforts to support student learning.

ASCA National Standards for Students



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

ONE VISION ONE VOICE

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2004). *ASCA National Standards for Students*. Alexandria, VA: Author.

Copyright 2004 by the American School Counselor Association



ASCA National Standards for Students – One Vision, One Voice

Professional school counselors everywhere proudly share the same simple vision — to prepare today's students to become tomorrow's adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association's mission.

Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future.

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA's national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Model: A Framework for School Counseling Programs. Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools.

ASCA's decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

We look forward to having you join us on this mission!

Acknowledgments

ASCA is most grateful to Chari A. Campbell, Ph.D.; Carol A. Dahir, Ed.D; Sue Reynolds; Carolyn B. Sheldon; and Michael J. Valiga, Ph.D., for their work in developing the ASCA National Standards and accompanying material.

ASCA National Standards for Students

(COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A,
Competency 1 and Indicator 1

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work

- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events



About ASCA

The American School Counselor Association (ASCA) is a world-wide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit www.schoolcounselor.org, or call (703) 683-ASCA (2722).



1101 King St., Suite 625, Alexandria, VA 22314
(703) 683-ASCA, (800) 306-4722, fax: (703) 683-1619
www.schoolcounselor.org

Academic Content Standard 1: Skills for Learning

Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?

Curricular Outcome: Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
<p>A1.5-6.1 Demonstrate competence and confidence as a learner.</p> <p>A1.5-6.2 Describe the importance of taking responsibility for a decision</p> <p>A1.5-6.3 Develop a broad range of interests and abilities.</p> <p>A1.5-6.4 Use communications skills to know when and how to ask for help when needed.</p> <p>A1.5-6.5 Identify situations when they need to ask for the help of an adult.</p> <p>A1.5-6.6 Demonstrate effective listening skills in the learning environment.</p> <p>A1.5-6.7 Demonstrate the skills for becoming capable individuals.</p>	<p>A1.7-8.1 Implement effective organizational study and test-taking skills.</p> <p>A1.7-8.2 Use time management skills in addressing school responsibilities</p> <p>A1.7-8.3 Demonstrate how effort and persistence positively affect learning.</p> <p>A1.7-8.4 Demonstrate the ability to work cooperatively in a group.</p> <p>A1.7-8.5 List behaviors that lead to successful learning in school.</p> <p>A1.9 A1.7-8.6 Demonstrate understanding of their strengths and weaknesses in planning a high school plan of study.</p>	<p>A1.9-10.1 Demonstrate organizational and study skills needed for high school success.</p> <p>A1.9-10.2 Investigate resources to help improve academic performance.</p> <p>A1.9-10.3 Identify attitudes and behaviors that contribute to successful academic performance.</p> <p>A1.9-10.4 Analyze their academic strengths and weaknesses.</p> <p>A1.9-10.5 Set academic, career and personal goals and develop a four-year plan.</p> <p>A1.9-10.6 List reasons for having and meeting deadlines</p> <p>A1.9-10.7 Apply techniques for reducing test anxiety.</p>	<p>A1.11-12.1 Demonstrate responsibility for academic achievement.</p> <p>A1.11-12.2 Apply test-taking strategies for standardized tests.</p> <p>A1.11-12.3 Take responsibility for their actions.</p> <p>A1.11-12.4 Take pride in work and in achievement.</p> <p>A1.11-12.5 Use communications skills to know when and how to ask for help when needed.</p> <p>A1.11-12.6 Meet graduation requirements.</p> <p>A1.11-12.7 Apply strategies to fulfill education and career goals outlined in their individual learning plan.</p> <p>A1.11-12.8 Identify attitudes and beliefs that lead to successful learning and living.</p>

Academic Content Standard 2: School Success

Essential Question: What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college?

Curricular Outcome: Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to, self-understanding and development, educational planning and choices and consequences.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
<p>A2.4.5-6.1 Develop a plan for completing homework assignments.</p> <p>A2.5-6.2 Analyze the relationship between academic performance to future educational choices.</p> <p>A2.5-6.3 Understand that decision making involves risks, benefits and consequences.</p> <p>A2.5-6.4 Examine the impact of pressure and stress on problem solving.</p> <p>A2.5-6.5 Describe their interests, aptitudes and abilities.</p> <p>A2.5-6.6 Explore education and work options in relationship to interests and values.</p> <p>A2.5-6.7 Discuss strategies for meeting the challenges of the middle school environment.</p>	<p>A2.4.7-8.1 Describe personal attitudes and beliefs.</p> <p>A2.7-8.2 Identify ways decisions about education and work relate to other major life decisions.</p> <p>A2.7-8.3 Describe how stereotypes and discrimination behaviors may limit opportunities in certain occupations.</p> <p>A2.7-8.4 Apply critical thinking and decision making skills in academic situations.</p> <p>A2.7-8.5 Explore short- and long-term goal setting and attainment plan.</p> <p>A2.7-8.6 Demonstrate independence in managing school responsibilities.</p> <p>A2.7-8.7 Select high school courses that reflect abilities, goals and graduation requirements.</p>	<p>A2.9-10.1 Describe differences in middle and high school expectations and environments.</p> <p>A2.9-10.2 Apply study skills necessary for academic success.</p> <p>A2.9-10.3 Seek help from faculty and family that positively influences academic achievement.</p> <p>A2.9-10.4 Understand the concept of locus of control.</p> <p>A2.9-10.5 Use assessment results in educational planning.</p> <p>A2.9-10.6 Develop a program of studies that maximizes academic achievement and ability.</p> <p>A2.9-10.7 Identify postsecondary options consistent with goals, abilities and achievements.</p>	<p>A2.11-12.1 Implement strategies to achieve postsecondary goals.</p> <p>A2.11-12.2 Explore the many options to pursue following graduation.</p> <p>A2.11-12.3 Identify and access resources to pursue postsecondary goals.</p> <p>A2.11-12.4 Use problem solving skills to assess progress toward educational goals.</p> <p>A2.11-12.5 Demonstrate an understanding of what influences the decision-making process.</p> <p>A2.11-12.6 Demonstrate the motivation to achieve individual potential.</p> <p>A2.11-12.7 Meet graduation requirements.</p> <p>A2.11-12.8 Become self-directed, independent learners.</p>

Academic Content Standard 3: Academics to Life Success

Essential Question: What is the relationship of academics to the world of work and to life at home and in the community?

Curricular Outcome: Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
<p>A3.5-6.1 Discuss how inappropriate choices can compromise community living.</p> <p>A3.5-6.8 Describe the skills and responsibilities of good citizenship.</p> <p>A3.5-6.2 Explore the relationship between educational goals in elementary school and career planning.</p> <p>A3.5-6.3 Explore interests as they relate to school subjects.</p> <p>A3.5-6.4 Identify skills used in school to skills required for jobs in the community.</p> <p>A3.5-6.5 Describe skills needed in a variety of jobs.</p> <p>A3.5-6.6 Discuss reasons why employers reject job applicants.</p> <p>A3.5-6.7 Demonstrate cooperation.</p> <p>A3.5-6.8 Describe the skills and responsibilities of good citizenship.</p>	<p>A3.7-8.1 Elect to participate in school and community activities that match goals and future interests.</p> <p>A3.7-8.2 Describe the benefits of completing high school and education beyond graduation.</p> <p>A3.7-8.3 Relate personal attributes to realistic educational goals.</p> <p>A3.7-8.4 Explain the relationship between learning in school and future goals.</p> <p>A3.7-8.5 Understand how work relates to the needs of the individual and society.</p> <p>A3.7-8.7 Determine the benefits of volunteering inside and outside the school.</p>	<p>A3.9-10.1 Demonstrate a healthy way to balance academic assignments, extracurricular activities and family life.</p> <p>A3.9-10.2 Seek and undertake experiences within school and community that enhance coursework and support personal goals.</p> <p>A3.9-10.3 Understand the correlation between school success and the positive transition to community, postsecondary education and career path.</p> <p>A3.9-10.4 Identify personal responsibilities for planning future goals.</p> <p>A3.9-10.5 Demonstrate personal responsibility for researching postsecondary schools and careers.</p>	<p>A3.11-12.1 Understand how school success and academic achievement enhance future career and vocational opportunities.</p> <p>A3.11-12.2 Understand that school success is the preparation to make the transition from student to community member.</p> <p>A3.11-12.3 Demonstrate an understanding of the value of lifelong learning.</p> <p>A3.11-12.4 Be aware of the characteristics of a college environment especially as it differs from high school.</p>

Career Content Standard 4: Investigate Careers

Essential Question: What skills are needed to investigate the world of work?

Curricular Outcome: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
<p>C4.5-6.1 Explore the concept of career clusters and learn about jobs in those clusters.</p> <p>C4.5-6.2 Assess academic strengths and weaknesses, interests and aptitudes.</p> <p>C4.5-6.3 Study three jobs within a career cluster to determine needed skills, aptitudes and education background.</p> <p>C4.5-6.4 List three jobs they would be interested in doing as an adult and indicate why.</p> <p>C4.5-6.5 Describe skills for specific occupational groups.</p> <p>C4.5-6.6 Research one career of choice.</p> <p>C4.5-6.7 Learn about traditional and nontraditional careers.</p> <p>C4.5-6.8 Be aware of personal abilities, skills, interests and motivations.</p>	<p>C4.7-8.1 Take a career interest inventory.</p> <p>C4.7-8.2 Demonstrate knowledge of how careers/jobs are classified.</p> <p>C4.7-8.3 Research a number of career options based on a career interest survey.</p> <p>C4.7-8.4 Investigate the implications of sex role stereotyping in career planning.</p> <p>C4.7-8.5 Investigate a career option by interviewing a worker in the selected career field.</p> <p>C4.7-8.6 Study postsecondary education requirements of a selected number of career fields.</p> <p>C4.7-8.7 Describe the relationship between career interests, high school course selection and postsecondary education options.</p>	<p>C4.9-10.1 Develop skills to locate, evaluate, and interpret career information.</p> <p>C4.9-10.2 Apply decision-making skills to goal setting.</p> <p>C4.9-10.3 Learn the importance of early academic planning to prepare for further education and career goals.</p> <p>C4.9-10.4 Develop a plan of goals and strategies to implement them.</p> <p>C4.9-10.5 Demonstrate knowledge of career resources in the school and community.</p> <p>C4.9-10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices.</p> <p>C4.9-10.7 Pursue hobbies and extracurricular interest.</p> <p>C4.9-10.8 Complete an interest inventory and analyze results.</p>	<p>C4.11-12.1 Assess strengths and weaknesses based on high school performance.</p> <p>C4.11-12.2 Review four-year plan of goals and strategies.</p> <p>C4.11-12.3 Acquire employability skills such as working on a team, problem solving and organizational skills.</p> <p>C4.11-12.4 Apply job readiness skills to seeking employment opportunities.</p> <p>C4.11-12.5 Demonstrate knowledge of the changing workplace.</p> <p>C4.11-12.6 Learn how to write a resume.</p> <p>C4.11-12.7 Develop a positive attitude toward work and learning.</p> <p>C4.11-12.8 Use time and task management skills.</p>

Career Content Standard 5: Career Success

Essential Question: What skills are needed to achieve future career success and satisfaction?

Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of an interest-driven success plan.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
C5.5-6.1 Demonstrate awareness of the education and training needed to achieve career goals.	C5.7-8.1 Explore high school opportunities for future career preparation.	C5.9-10-1 Develop a four-year education/career planning portfolio.	C5.11-12.1 Review and modify the planning portfolio.
C5.5-6.2 Develop an awareness of career opportunities.	C5.7-8.2 Demonstrate knowledge of academic and vocational programs offered in the high school.	C5.9-10.2 Recognize the usefulness of standardized testing and other assessments in personal planning.	C5.11-12.2 Assess and modify academic programming in order to support career plans.
C5.5-6.3 Examine the value of rules in school and in the workplace.	C5.7-8.3 Demonstrate knowledge of resources for investigating career interests.	C5.9-10.3 Review and modify the planning portfolio to reflect changing interests and goals.	C5.11-12.3 Reevaluate personal skills, interests, abilities and achievement.
C5.5-6.4 State five personal and academic goals they would like to achieve within five years.	C5.7-8.4 Identify personal skills, interests and abilities and relate them to current career choices.	C5.9-10.4 Assess and modify academic programming in order to support career goals.	C5.11-12.4 Identify advantages and disadvantages of various post-secondary programs for attainment of career goals.
C5.5-6.5 Understand that work is an important and satisfying means of personal expression.	C5.7-8.5 Choose secondary courses that support their interests, abilities and future goals for education, training or work.	C5.9-10.5 Pursue experiences with in the school to help the career decision-making process.	C5.11-12.5 Identify requirements for postsecondary programs.
C5.5-6.6 Identify personal preferences and interests that influence career choices and success.	C5.7-8.6 Demonstrate awareness of the education and training needed to achieve career goals.	C5.9-10.6 Identify possible outcomes of education and career choices.	C5.11-12.6 Demonstrate skills to locate interpret and use information about job opportunities.
C5.5-6.7 Understand the importance of lifelong learning and acquiring new skills.		C5.9-10.7 Describe how the expectations of others affect career planning.	C5.11-12.7 Complete required steps toward transition from high school to entry into postsecondary education, training programs or work.

Career Content Standard 6: Relationship between School and Work

Essential Question: What is the relationship between personal qualities, education and training and the world of work?

Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
<p>C6.5-6.1 Classify individual interests and abilities as they relate to career goals.</p> <p>C6.5-6.2 Demonstrate how gaining more information about careers increases options.</p> <p>C6.5-6.3 Identify personal preferences and interests which influence career choices and success.</p> <p>C5.5-6.4 Classify interests and abilities as they relate to career goals.</p> <p>C5.5-6.5 Identify personal values important to career choice.</p> <p>C6.5-6.6 Gain knowledge of the world of work through career resource information.</p> <p>C6.5-6.7 Demonstrate knowledge of interests, skills and aptitudes.</p>	<p>C6.7-8.1 Describe how continued learning enhances the ability to achieve goals.</p> <p>C 6.7-8.2 Describe how interests and skills relate to the selection of high school courses.</p> <p>C6.7-8.3 Match personal interests and abilities to career pathways.</p> <p>C6.7-8.4 Demonstrate an understanding of the importance of personal skills and attitudes to job success.</p> <p>C6.7-8.5 Identify career information resources.</p> <p>C6.7-8.6 Demonstrate skills in using school and community resources and the Internet to learn about careers.</p> <p>C6.7-8.7 Gain knowledge of skills, personal qualities and education to achieve goals.</p>	<p>C6.9-10.1 Enroll in subjects that support career aspirations.</p> <p>C6.9-10.2 Describe personal strengths and weaknesses in relationship to postsecondary education and training requirements.</p> <p>C6.9-10.3 Investigate educational and vocational options in relationship to interests, abilities, achievement and future goals.</p> <p>C6.9-10.4 Demonstrate skills and attitudes essential for a job interview.</p> <p>C6.9-10.5 Demonstrate skills to complete a job application.</p> <p>C6.9-10.6 Identify the requirements for postsecondary education programs of interest.</p>	<p>C6.11-12.1 Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview.</p> <p>C6.11-12.2 Complete a personal data inventory to develop and/or modify a resume.</p> <p>C6.11-12.3 Demonstrate the ability to convey positive qualities and assets during interviews.</p> <p>C6.11-12.4 List postsecondary school choices and majors.</p> <p>C6.11-12.5 Become familiar with college financial aid programs.</p> <p>C6.11-12.6 Understand how to apply for college financial aid.</p> <p>C6.11-12.7 Apply academic skills in work-based learning situations, such as internships, shadowing, etc.</p>

Personal/Social Content Standard 7: Respect Self and Others

Essential Question: What is needed to understand self and respect self and others?

Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
P/S7.5-6.1 Learn what actions and words communicate about them.	P/S7.7-8.1 Summarize the factors influencing positive friendships.	P/S7.9-10.1 Recognize the impact of change and transition on their personal development.	P/S7.11-12.1 Recognize that everyone has rights and responsibilities.
P/S7.5-6.2 Summarize positive ways to respond to negative comments.	P/S7.7-8.2 Demonstrate an awareness of the negative aspects of cliques.	P/S7.9-10.2 Analyze the impact of individual similarities and differences on interpersonal relationships.	P/S7.11-12.2 Demonstrate a positive attitude toward self as a unique and worthy person.
P/S7.5-6.3 Express feelings in a socially acceptable manner.	P/S7.7-8.3 Demonstrate skills for effectively interacting with others.	P/S7.9-10.3 Understand the impact of cooperative effort.	P/S7.11-12.3 Demonstrate respect for alternative points of view.
P/S7.5-6.4 Demonstrate effective listening skills.	P/S7.7-8.4 Personal attitudes and beliefs that influence behavior.	P/S7.9-10.4 Demonstrate respect for cultural traditions and heritage.	P/S7.11-12.4 Recognize, accept and appreciate individual differences.
P/S7.5-6.5 Illustrate three forms of nonverbal communication.	P/S7.7-8.5 Investigate ways to volunteer and/or help others in school or the community.	P/S7.9-10.5 Demonstrate the use of the three basic components of communication.	P/S7.11-12.5 Recognize, accept and appreciate ethnic and cultural diversity.
P/S7.5-6.6 Demonstrate how people's actions and behavior affect others.	P/S7.7-8.6 Demonstrate cooperative behavior in groups.	P/S7.9-10.6 Identify changing personal and social roles.	P/S7.11-12.6 Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
P/S7.5-6.7 Learn the conflict resolution process.	P/S7.7-8.7 Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.	P/S7.9-10.7 Identify and recognize changing family roles.	P/S7.11-12.7 Demonstrate self-control in the classroom, school and community.
P/S7.5-6.8 Identify values, attitudes and beliefs.		P/S7.9-10.8 Identify personal strengths and assets.	
P/S7.5-6.9 Recognize personal boundaries and privacy rights.			

Personal/Social Content Standard 8: Goal Setting and Attainment

Essential Question: What are the necessary steps for decision making and goal attainment?

Curricular Outcome: Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, criteria for decision making, and understanding outside influences on setting priorities.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
<p>P/S8.5-6.1 Demonstrate an understanding of the steps in the decision making process.</p> <p>P/S8.5-6.2 Identify an academic/personal goal and steps in the decision-making process to achieve it.</p> <p>P/S8.5-6.3 Analyze when peer pressure is influencing a decision.</p> <p>P/S8.5-6.4 Develop effective coping skills for dealing with problems.</p> <p>P/S8.5-6.5 Increase the capacity to generate alternatives for problem solving.</p> <p>P/S8.5-6.6 Analyze ability to use the decision making process.</p> <p>P/S8.5-6.7 Evaluate some personal decisions they have made.</p>	<p>P/S8.7-8.1 Set a short- and long-term goal.</p> <p>P/S8.7-8.2 Develop an increased sense of self as a basis for decision making.</p> <p>P/S8.7-8.3 Demonstrate the ability to seek relevant information for effective decision making.</p> <p>P/S8.7-8.4 Apply criteria to information to judge its usefulness in decision making.</p> <p>P/S8.7-8.5 Locate sources of information for decision making in school and community.</p> <p>P/S8.7-8.6 Demonstrate independence in decision making and problem solving.</p> <p>P/S8.7-8.7 Evaluate progress of personal and social growth during middle school.</p>	<p>P/S8.9-10.1 Practice personal responsibility for the consequences of choices made.</p> <p>P/S8.9-10.2 Formulate challenging academic goals and plans to achieve them.</p> <p>P/S8.9-10.3 Demonstrate the importance of setting priorities to goal achievement.</p> <p>P/S8.9-10.4 Demonstrate effective time management skills.</p> <p>P/S8.9-10.5 Describe how their attitudes and behaviors can positively or negatively affect goal setting and accomplishment.</p> <p>P/S8.9-10.6 List several goals set during a given time and demonstrate the steps that led to the outcomes.</p>	<p>P/S.11-12.1 Analyze their four-year education/career plan and make necessary modifications.</p> <p>P/S8.11-12.2 List the steps necessary to implement and accomplish their postsecondary goals.</p> <p>P/S8.11-12.3 Prepare a timeline to complete the required steps toward transition from high school into postsecondary education, training or work.</p> <p>P/S8.11-12.4 Identify resources to support transition from high school to postsecondary plan.</p> <p>P/S8.11-12.5 Describe how personal, social, education and career goals are interrelated.</p>

Personal/Social Content Standard 9: Survival and Safety Skills

Essential Question: What are safety and survival skills for students?

Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management.

Grade 6	Grade 7-8	Grade 9-10	Grade 11-12
P/S9.5-6.1 Demonstrate effective communication.	P/S9.7-8.1 Understand the need for self-control and practice it.	P/S.9-10.1 Demonstrate responsible social skills including anger management.	P/S9.11-12.1 Analyze the influence of others on their decisions.
P/S9.5-6.2 Apply components of assertiveness training.	P/S9.7-8.2 Use conflict resolution skills to resolve issues.	P/S9-10.2 Be aware of referral options at the high school for self and others in need.	P/S9.11-12.2 Analyze their skills for making decisions.
P/S9.5-6.3 Identify school and community resources for assistance with personal concerns.	P/S9.7-8.3 Identify referral options for self and others in need.	P/S9.9-10.3 Differentiate between situations requiring peer support and those requiring adult professional help.	P/S9.11-12.3 Describe ways to resist peer pressure to use drugs and alcohol.
P/S9.5-6.4 Demonstrate effective ways to deal with peer pressure.	P/S9.7-8.4 Demonstrate responsible behavior in the school community.	P/S9.9-10.4 Recognize and deal effectively with peer pressure.	P/S9.11-12.4 Analyze their strengths and limitations in functioning in a group.
P/S9.5-6.5 Demonstrate knowledge of the emotional and physical dangers of substance use and abuse.	P/S9.7-8.5 Identify what triggers anger.	P/S9.9-10.5 Know school procedures for responding to harassment.	P/S9.11-12.5 Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
P/S9.5-6.6 Describe harassment and how it is addressed in school settings.	P/S9.7-8.6 Demonstrate appropriate ways to respond to anger.	P/S9.9-10.6 Apply effective problem solving and decision making skills to make safe and healthy choices.	P/S9.11-12.6 Demonstrate an understanding of the components of communication skills, attending, listening, responding.
P/S9.5-6.7 Demonstrate how to apply conflict resolution skills.	P/S9.7-8.7 Describe rationale for acceptable and unacceptable school rules.	P/S9.9-10.7 Learn about and apply locus of control to stressful situations.	P/S9.11-12.7 Apply communication skills to conflict situations.
P/S9.5-6.8 Learn difference between assertiveness and aggressiveness.	P/S9.7-8.8 Develop a greater understanding of their personality and temperament.		

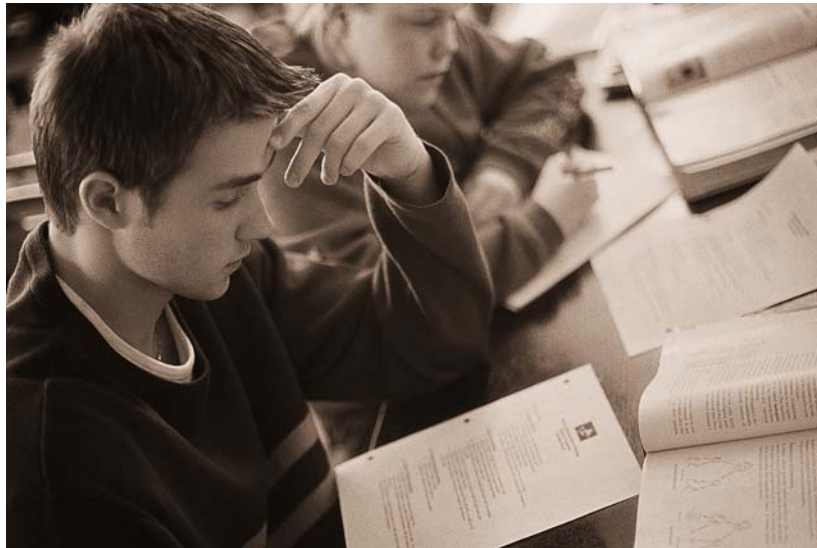
Student Success Plans (SSP)—implemented for the 2012-13 school year

Students in grades six through twelve will be required to utilize a student management program to complete various interest surveys in both WJJMS and at Bacon Academy. Students will be introduced to Areas of Focus related to their on-going work in career clusters, college studies and other post-secondary opportunities. Throughout high school, students will work with their school counselor to explore the various Areas of Focus as they relate to post-secondary options and career interests.

On the following pages you will see the list of focus areas and courses related to each.

STUDENT SUCCESS PLANS

Colchester Public Schools



Prepared by the School Counselors and Administrators
Colchester Public Schools

Student Success Plans



Agriculture, Food and Natural Resources	
<i>Careers in the production, processing, marketing, distribution, financing and development of agricultural commodities and resources.</i>	
Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Environmental Science (.5) Marine Science (.5) Biology (1.0) Accounting 1 (1.0)	Integrated Science (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Chemistry (1.0) Science & Alternative Energy Technology (1.0) Algebra I (1.0) AP Statistics (1.0) AP Computer Science (1.0) Health (.5) Community Activism (.5) Culinary 1 (.5) Accounting 2 (1.0)

Architecture and Construction

Careers in designing, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways,

Related Courses	Additional Options (Minimum of .5 credit from the following to earn 4.0 total credits)
Geometry (1.0) Pre-Engineering (1.0) Construction 1 (.5) <u>Minimum of 1.0 credit from the following:</u> Architecture (1.0) Construction 2 (1.0)	Algebra 2 (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) Physics (1.0) Science & Alternative Energy Technology (1.0) Pre-Engineering (1.0) Advanced Drafting 4 (1.0) Engineering Physics (1.0) Architecture in the Community (1.0) Manufacturing 1 (1.0) Construction 2 (1.0) Health (.5) Art 1 Drawing (.5) Art 1 Painting (.5) 3-D Design & Stained Glass (.5) Graphics Arts Communication 1 (1.0) Accounting 1 (1.0) Accounting 2 (1.0)

Arts, Audio/Visual Technology & Communications

Careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, etc.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
<p>English 12 (1.0)</p> <p><u>Minimum of 1.0 credit from the following:</u></p> <p>Graphic Arts Communication 1 (1.0)</p> <p>Business Communications (1.0)</p> <p><u>Minimum of 1.0 credit from the following:</u></p> <p>Visual Arts (1.0)</p> <p>Performing Arts (1.0)</p>	<p>Art 1 Drawing (.5)</p> <p>Art 1 Painting (.5)</p> <p>Illustration (.5)</p> <p>Ceramics (.5)</p> <p>Sketchbook Fundamentals (.5)</p> <p>3-D Design & Stained Glass (.5)</p> <p>Band (1.0)</p> <p>Choir (1.0)</p> <p>Music Fundamentals (1.0)</p> <p>AP Music Theory (1.0)</p> <p>Music Technology (.5)</p> <p>Creative Writing (.5)</p> <p>Journalism (1.0)</p> <p>Jazz Poetry (1.0)</p> <p>Clothing & Fashion (.5)</p> <p>Clothing & Fashion Seminar (.5)</p> <p>Costume Creations (.5)</p> <p>Computer Programming 1A (.5)</p> <p>Computer Programming 1B (.5)</p> <p>Computer Programming 2 (1.0)</p> <p>AP Computer Science (1.0)</p> <p>Video Production (.5)</p> <p>Robotics (1.0)</p> <p>Yearbook Production (1.0)</p>

Business Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Accounting 1 (1.0) Algebra 2 (1.0) Business Communications (1.0)	Accounting 2 (1.0) Advertising & Promotions (.5) Intro to Business (.5) Business Law (1.0) Entrepreneurship (1.0) Finance (1.0) Geometry (1.0) AP Statistics (1.0) Pre-Calculus (1.0) Calculus (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) English 12 (1.0) Creative Writing (.5) Physics (1.0) Contemporary Issues (1.0) Asian Studies (1.0) Middle East (.5) Africa and the New World (.5) Geography (1.0) AP Human Geography (1.0) World Language (1.0) Cultures & Cuisines (.5)

Education & Training

Careers in planning, managing and providing education and training services, and related learning support services.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Early Childhood (.5) English 12 (1.0) <u>Minimum of 1.5 credit from the following:</u> Lifespan Development (1.0) Preschooler (1.0) Middle Childhood (.5) Teen Issues & Relationships (.5) Psychology (.5)	Physical Education (.5) Geography (1.0) AP Human Geography (1.0) U.S. History (1.0) Contemporary Issues (1.0) Civics (.5) Sociology (.5) Community Activism (.5) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Business Communications (1.0) Creative Writing (.5) AP Statistics (1.0) World Language (1.0)

Finance

Careers in services for financial and investment planning, banking, insurance, and business financial management.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Accounting 1 (1.0) Accounting 2 (1.0) Algebra 2 (1.0)	Geometry (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) AP Computer Science (1.0) Intro to Business (.5) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Business Communications (1.0) Entrepreneurship (1.0) Finance (1.0) Marketing, Advertising & Promotion (.5) Asian Studies (1.0) Middle East (.5) Africa & the New World (.5)

Government & Public Administration

Focuses on the careers unique to government, including governance, national security, regulation, and management/administration at the local, state, and federal levels.

Related Courses	Additional Options (Minimum of .5 credit from the following to earn 4.0 total credits)
U.S. History (1.0) Civics (.5) Business Law (1.0) <u>Minimum of 1.0 credit from the following:</u> Western Civilizations (1.0) Asian Studies (1.0) Africa & the New World (.5) AP Human Geography (1.0) Geography (1.0)	Contemporary Issues (1.0) Psychology (.5) Sociology (.5) Middle East Studies (.5) Intro to Business (.5) Business Communications (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Entrepreneurship (1.0) World Language (1.0) English 12 (1.0) Community Activism (.5) Health (.5) Algebra 1 (1.0) AP Statistics (1.0)

Health & Science	
<i>Careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology (research and development).</i>	
Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Algebra 2 (1.0) Biology (1.0) Chemistry (1.0)	Health (.5) Physical Education (.5) Advanced Math (1.0) AP Statistics (1.0) Pre-Calculus (1.0) Calculus (1.0) Integrated Science (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Forensics (.5) Physics (1.0) Environmental Science (.5) Marine Science (.5) Science Research (.25) Sport Performance Training/Nutrition/Kinesiology (.5) Psychology (.5) Sociology (.5) Business Communications (1.0) World Language (1.0) Early Childhood (.5) Middle Childhood (.5) Preschooler (.5) Teen Issues & Relationships (.5) Lifespan Development (1.0)

<h2 style="text-align: center;">Hospitality & Tourism</h2>	
<i>Careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</i>	
Related Courses	Additional Options (Minimum of 1.5 credits from the following to earn 4.0 total credits)
Accounting 1 (1.0) Geography (1.0) Culinary Arts 1 (.5)	Accounting 2 (1.0) Intro to Business (.5) Entrepreneurship (1.0) Business Communications (1.0) Finance (1.0) Marketing, Advertising & Promotion (.5) Culinary Arts 2 (.5) Bake Shop (.5) Academy Café/Chef Preparation (1.0 or 2.0) Physical Education (.5) Sport Performance Training/Nutrition/Kinesiology (.5) Cultures & Cuisines (.5) AP Human Geography (1.0) Asian Studies (1.0) Middle East (.5) Africa & the New World (.5) World Language (1.0)

Human Services	
<i>Careers that prepare individuals for employment that relates to families and human needs.</i>	
Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Health (.5) Biology (1.0) Early Childhood (.5) <u>Minimum of 1.0 credit from the following:</u> Middle Childhood (.5) Teen Issues & Relationships (.5) Lifespan Development (1.0) Preschooler (1.0) Psychology (.5)	English 12 (1.0) Physical Education (.5) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) AP Statistics (1.0) Sport Performance Training/Nutrition/Kinesiology (.5) Sociology (.5) Psychology (.5) Community Activism (.5) Finance (1.0) Business Communications (1.0) Contemporary Issues (1.0) Geography (1.0) Asian Studies (1.0) Middle East (.5) Africa & the New World (.5) World Language (1.0)

Information Technology

Entry level, technical, and professional careers related to the design, development, support and management of computer hardware, software, multimedia, and systems integration services.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Algebra 2 (1.0) Computer Programming 1A (.5) Computer Programming 1B (.5) <u>Minimum of 1.0 credit from the following:</u> Graphics Arts Communications 1 (1.0) Computer Programming 2 (1.0)	Accounting 1 (1.0) Accounting 2 (1.0) Geometry (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) AP Computer Science (1.0) Discrete Math (1.0) Graphics Arts Communication 2 (1.0) Entrepreneurship (1.0) Physics (1.0) Video Production (.5) Yearbook Production (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5)

Law, Public Safety & Security	
<i>Careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</i>	
Related Courses	Additional Options (Minimum of 1.5 credits from the following to earn 4.0 total credits)
U.S. History (1.0) Civics (.5) Business Law (1.0)	Community Activism Microsoft Office 1 (.5) Microsoft Office 2 (.5) Sociology (.5) Psychology (.5) Business Communications (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Forensics (.5) Biology (1.0) Chemistry (1.0) Sport Performance Training/Nutrition/Kinesiology (.5) Contemporary Issues (1.0) Western Civilizations (1.0) Business Law (1.0) World Language (1.0)

Manufacturing

Careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities.

Related Courses	Additional Options
Geometry (1.0) Pre-Engineering (1.0) Manufacturing 1 (1.0) Manufacturing 2 (1.0)	Algebra 2 (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Computer Science (1.0) Chemistry (1.0) Physics (1.0) Engineering Physics (1.0) Science & Alternative Energy Technology (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Architecture (1.0) Architecture in the Community (1.0) Advanced Drafting 4 (1.0) Manufacturing 3 (1.0) Manufacturing 4 (1.0) Construction 1 (.5) Construction 2 (1.0) Robotics (1.0) World Language (1.0) Asian Studies (1.0) Africa and the New World (.5) Intro to Business (.5) Accounting (1.0) Clothing & Fashion (.5) Clothing & Fashion Seminar (.5) Costume Creations (.5)

Marketing, Sales & Service	
<i>Careers in planning, managing, and performing marketing activities to reach organizational objectives.</i>	
Related Courses	Additional Options (Minimum of .5 credit from the following to earn 4.0 total credits)
English 12 (1.0) Business Communications (1.0) Graphic Arts Communication 1 (1.0) <u>Minimum of .5 credit from the following:</u> Marketing, Advertising and Promotions (.5) Entrepreneurship (1.0)	Accounting 1 (1.0) Accounting 2 (1.0) Intro to Business (.5) Finance (1.0) Algebra 1 (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Creative Writing (.5) Yearbook Production (1.0) World Language (1.0) Art 1 Drawing (.5) Art 1 Painting (.5) Illustration (.5) Sketchbook Fundamentals (.5) Music Technology (.5) Video Production (.5) Graphic Arts Communication 2 (1.0) Psychology (.5) Geography (.5) AP Human Geography (1.0) Academy Café/Chef Preparation (1.0 or 2.0) Clothing & Fashion (.5) Clothing & Fashion Seminar (.5) Costume Creations (.5)

Science, Technology, Engineering & Mathematics (STEM)	
<i>Careers in planning, managing, and providing scientific research and professional/technical services, including research and development services.</i>	
Related Courses	Additional Options
Algebra 2 (1.0) Biology (1.0) Physics (1.0) Chemistry (1.0)	Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) Discrete Math (1.0) AP Statistics (1.0) Computer Programming 1A (.5) Computer Programming 1B (.5) Computer Programming 2 (1.0) AP Computer Science (1.0) Integrated Science (1.0) Science & Alternative Energy Technology (1.0) Environmental Science (.5) Marine Science (.5) Chemistry (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Forensics (.5) Engineering Physics (1.0) Pre-Engineering (1.0) Architecture (1.0) Architecture in the Community (1.0) Advanced Drafting 4 (1.0) Manufacturing 1 (1.0) Manufacturing 2 (1.0) Robotics (.5) Transportation 1 (.5) Transportation 2 (1.0) Transportation 3 (1.0) Automotive Technology (.5) Music Technology (.5) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Business Communications (1.0)

Transportation, Distribution & Logistics

Careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water, and related professional/technical support services.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Algebra 2 (1.0) Transportation 1 (.5) Transportation 2 (1.0) Automotive Technology (.5)	Geometry (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) Science & Alternative Energy Technology (1.0) Engineering Physics (1.0) Physics (1.0) Robotics (1.0) Transportation 3 (1.0) Accounting 1 (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5)

Agriculture, Food and Natural Resources	
<i>Careers in the production, processing, marketing, distribution, financing and development of agricultural commodities and resources.</i>	
Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Environmental Science (.5) Marine Science (.5) Biology (1.0) Accounting 1 (1.0)	Integrated Science (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Chemistry (1.0) Science & Alternative Energy Technology (1.0) Algebra I (1.0) AP Statistics (1.0) AP Computer Science (1.0) Health (.5) Community Activism (.5) Culinary 1 (.5) Accounting 2 (1.0)

Architecture and Construction

Careers in designing, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways, etc.

Related Courses	Additional Options (Minimum of .5 credit from the following to earn 4.0 total credits)
Geometry (1.0) Pre-Engineering (1.0) Construction 1 (.5) <u>Minimum of 1.0 credit from the following:</u> Architecture (1.0) Construction 2 (1.0)	Algebra 2 (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) Physics (1.0) Science & Alternative Energy Technology (1.0) Pre-Engineering (1.0) Advanced Drafting 4 (1.0) Engineering Physics (1.0) Architecture in the Community (1.0) Manufacturing 1 (1.0) Construction 2 (1.0) Health (.5) Art 1 Drawing (.5) Art 1 Painting (.5) 3-D Design & Stained Glass (.5) Graphics Arts Communication 1 (1.0) Accounting 1 (1.0) Accounting 2 (1.0)

Arts, Audio/Visual Technology & Communications

Careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, etc.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
<p>English 12 (1.0)</p> <p><u>Minimum of 1.0 credit from the following:</u></p> <p>Graphic Arts Communication 1 (1.0)</p> <p>Business Communications (1.0)</p> <p><u>Minimum of 1.0 credit from the following:</u></p> <p>Visual Arts (1.0)</p> <p>Performing Arts (1.0)</p>	<p>Art 1 Drawing (.5)</p> <p>Art 1 Painting (.5)</p> <p>Illustration (.5)</p> <p>Ceramics (.5)</p> <p>Sketchbook Fundamentals (.5)</p> <p>3-D Design & Stained Glass (.5)</p> <p>Band (1.0)</p> <p>Choir (1.0)</p> <p>Music Fundamentals (1.0)</p> <p>AP Music Theory (1.0)</p> <p>Music Technology (.5)</p> <p>Creative Writing (.5)</p> <p>Journalism (1.0)</p> <p>Jazz Poetry (1.0)</p> <p>Clothing & Fashion (.5)</p> <p>Clothing & Fashion Seminar (.5)</p> <p>Costume Creations (.5)</p> <p>Computer Programming 1A (.5)</p> <p>Computer Programming 1B (.5)</p> <p>Computer Programming 2 (1.0)</p> <p>AP Computer Science (1.0)</p> <p>Video Production (.5)</p> <p>Robotics (1.0)</p> <p>Yearbook Production (1.0)</p>

Business Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Accounting 1 (1.0) Algebra 2 (1.0) Business Communications (1.0)	Accounting 2 (1.0) Advertising & Promotions (.5) Intro to Business (.5) Business Law (1.0) Entrepreneurship (1.0) Finance (1.0) Geometry (1.0) AP Statistics (1.0) Pre-Calculus (1.0) Calculus (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) English 12 (1.0) Creative Writing (.5) Physics (1.0) Contemporary Issues (1.0) Asian Studies (1.0) Middle East (.5) Africa and the New World (.5) Geography (1.0) AP Human Geography (1.0) World Language (1.0) Cultures & Cuisines (.5)

Education & Training

Careers in planning, managing and providing education and training services, and related learning support services.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Early Childhood (.5) English 12 (1.0) <u>Minimum of 1.5 credit from the following:</u> Lifespan Development (1.0) Preschooler (1.0) Middle Childhood (.5) Teen Issues & Relationships (.5) Psychology (.5)	Physical Education (.5) Geography (1.0) AP Human Geography (1.0) U.S. History (1.0) Contemporary Issues (1.0) Civics (.5) Sociology (.5) Community Activism (.5) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Business Communications (1.0) Creative Writing (.5) AP Statistics (1.0) World Language (1.0)

Finance

Careers in services for financial and investment planning, banking, insurance, and business financial management.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Accounting 1 (1.0) Accounting 2 (1.0) Algebra 2 (1.0)	Geometry (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) AP Computer Science (1.0) Intro to Business (.5) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Business Communications (1.0) Entrepreneurship (1.0) Finance (1.0) Marketing, Advertising & Promotion (.5) Asian Studies (1.0) Middle East (.5) Africa & the New World (.5)

Government & Public Administration

Focuses on the careers unique to government, including governance, national security, regulation, and management/administration at the local, state, and federal levels.

Related Courses	Additional Options (Minimum of .5 credit from the following to earn 4.0 total credits)
U.S. History (1.0) Civics (.5) Business Law (1.0) <u>Minimum of 1.0 credit from the following:</u> Western Civilizations (1.0) Asian Studies (1.0) Africa & the New World (.5) AP Human Geography (1.0) Geography (1.0)	Contemporary Issues (1.0) Psychology (.5) Sociology (.5) Middle East Studies (.5) Intro to Business (.5) Business Communications (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Entrepreneurship (1.0) World Language (1.0) English 12 (1.0) Community Activism (.5) Health (.5) Algebra 1 (1.0) AP Statistics (1.0)

Health & Science	
<i>Careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology (research and development).</i>	
Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Algebra 2 (1.0) Biology (1.0) Chemistry (1.0)	Health (.5) Physical Education (.5) Advanced Math (1.0) AP Statistics (1.0) Pre-Calculus (1.0) Calculus (1.0) Integrated Science (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Forensics (.5) Physics (1.0) Environmental Science (.5) Marine Science (.5) Science Research (.25) Sport Performance Training/Nutrition/Kinesiology (.5) Psychology (.5) Sociology (.5) Business Communications (1.0) World Language (1.0) Early Childhood (.5) Middle Childhood (.5) Preschooler (.5) Teen Issues & Relationships (.5) Lifespan Development (1.0)

Hospitality & Tourism

Careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Related Courses	Additional Options (Minimum of 1.5 credits from the following to earn 4.0 total credits)
Accounting 1 (1.0) Geography (1.0) Culinary Arts 1 (.5)	Accounting 2 (1.0) Intro to Business (.5) Entrepreneurship (1.0) Business Communications (1.0) Finance (1.0) Marketing, Advertising & Promotion (.5) Culinary Arts 2 (.5) Bake Shop (.5) Academy Café/Chef Preparation (1.0 or 2.0) Physical Education (.5) Sport Performance Training/Nutrition/Kinesiology (.5) Cultures & Cuisines (.5) AP Human Geography (1.0) Asian Studies (1.0) Middle East (.5) Africa & the New World (.5) World Language (1.0)

Human Services	
<i>Careers that prepare individuals for employment that relates to families and human needs.</i>	
Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Health (.5) Biology (1.0) Early Childhood (.5) <u>Minimum of 1.0 credit from the following:</u> Middle Childhood (.5) Teen Issues & Relationships (.5) Lifespan Development (1.0) Preschooler (1.0) Psychology (.5)	English 12 (1.0) Physical Education (.5) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) AP Statistics (1.0) Sport Performance Training/Nutrition/Kinesiology (.5) Sociology (.5) Psychology (.5) Community Activism (.5) Finance (1.0) Business Communications (1.0) Contemporary Issues (1.0) Geography (1.0) Asian Studies (1.0) Middle East (.5) Africa & the New World (.5) World Language (1.0)

Information Technology

Entry level, technical, and professional careers related to the design, development, support and management of computer hardware, software, multimedia, and systems integration services.

Related Courses	Additional Options (Minimum of 1.0 credit from the following to earn 4.0 total credits)
Algebra 2 (1.0) Computer Programming 1A (.5) Computer Programming 1B (.5) <u>Minimum of 1.0 credit from the following:</u> Graphics Arts Communications 1 (1.0) Computer Programming 2 (1.0)	Accounting 1 (1.0) Accounting 2 (1.0) Geometry (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) AP Computer Science (1.0) Discrete Math (1.0) Graphics Arts Communication 2 (1.0) Entrepreneurship (1.0) Physics (1.0) Video Production (.5) Yearbook Production (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5)

Law, Public Safety & Security

Careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Related Courses	Additional Options (Minimum of 1.5 credits from the following to earn 4.0 total credits)
U.S. History (1.0) Civics (.5) Business Law (1.0)	Community Activism Microsoft Office 1 (.5) Microsoft Office 2 (.5) Sociology (.5) Psychology (.5) Business Communications (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Forensics (.5) Biology (1.0) Chemistry (1.0) Sport Performance Training/Nutrition/Kinesiology (.5) Contemporary Issues (1.0) Western Civilizations (1.0) Business Law (1.0) World Language (1.0)

Manufacturing

Careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities.

Related Courses	Additional Options
Geometry (1.0) Pre-Engineering (1.0) Manufacturing 1 (1.0) Manufacturing 2 (1.0)	Algebra 2 (1.0) Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Computer Science (1.0) Chemistry (1.0) Physics (1.0) Engineering Physics (1.0) Science & Alternative Energy Technology (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Architecture (1.0) Architecture in the Community (1.0) Advanced Drafting 4 (1.0) Manufacturing 3 (1.0) Manufacturing 4 (1.0) Construction 1 (.5) Construction 2 (1.0) Robotics (1.0) World Language (1.0) Asian Studies (1.0) Africa and the New World (.5) Intro to Business (.5) Accounting (1.0) Clothing & Fashion (.5) Clothing & Fashion Seminar (.5) Costume Creations (.5)

Marketing, Sales & Service	
<i>Careers in planning, managing, and performing marketing activities to reach organizational objectives.</i>	
Related Courses	Additional Options (Minimum of .5 credit from the following to earn 4.0 total credits)
English 12 (1.0) Business Communications (1.0) Graphic Arts Communication 1 (1.0) <u>Minimum of .5 credit from the following:</u> Marketing, Advertising and Promotions (.5) Entrepreneurship (1.0)	Accounting 1 (1.0) Accounting 2 (1.0) Intro to Business (.5) Finance (1.0) Algebra 1 (1.0) Pre-Calculus (1.0) Calculus (1.0) AP Statistics (1.0) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Creative Writing (.5) Yearbook Production (1.0) World Language (1.0) Art 1 Drawing (.5) Art 1 Painting (.5) Illustration (.5) Sketchbook Fundamentals (.5) Music Technology (.5) Video Production (.5) Graphic Arts Communication 2 (1.0) Psychology (.5) Geography (.5) AP Human Geography (1.0) Academy Café/Chef Preparation (1.0 or 2.0) Clothing & Fashion (.5) Clothing & Fashion Seminar (.5) Costume Creations (.5)

Science, Technology, Engineering & Mathematics (STEM)	
<i>Careers in planning, managing, and providing scientific research and professional/technical services, including research and development services.</i>	
Related Courses	Additional Options
Algebra 2 (1.0) Biology (1.0) Physics (1.0) Chemistry (1.0)	Advanced Math (1.0) Pre-Calculus (1.0) Calculus (1.0) Discrete Math (1.0) AP Statistics (1.0) Computer Programming 1A (.5) Computer Programming 1B (.5) Computer Programming 2 (1.0) AP Computer Science (1.0) Integrated Science (1.0) Science & Alternative Energy Technology (1.0) Environmental Science (.5) Marine Science (.5) Chemistry (1.0) Human Anatomy & Physiology 1 (.5) Human Anatomy & Physiology 2 (.5) Forensics (.5) Engineering Physics (1.0) Pre-Engineering (1.0) Architecture (1.0) Architecture in the Community (1.0) Advanced Drafting 4 (1.0) Manufacturing 1 (1.0) Manufacturing 2 (1.0) Robotics (.5) Transportation 1 (.5) Transportation 2 (1.0) Transportation 3 (1.0) Automotive Technology (.5) Music Technology (.5) Microsoft Office 1 (.5) Microsoft Office 2 (.5) Business Communications (1.0)

Grade 6	Activity	Staff	Due date	Student data
Academic	6 th grade Individual Student survey Goal setting Transition to 7 th grade	School Counselor School Counselor Mentor groups	June Winter May	Completed survey in Naviance Added to individual student survey in Naviance
Career	Learning Style Survey 6 th grade Individual Student survey Career Exploration Lesson	School Counselor School Counselor School Counselor	Winter June Spring	Completed survey Completed survey in Naviance Completed survey in Naviance
Social/ Emotional/ Physical	6 th grade Individual Student survey Bullying Lesson Plan Role of the Counselor Decision Making Lesson Plan Interpersonal Relationships Lesson Plan (Caring Being) Interpersonal Relationships Lesson Plan (Torn Heart) Health Lessons (stress management, decision-making, communications) Conflict Resolution Lesson	School Counselor School Counselor School Counselor School Counselor School Counselor School Counselor Health teacher School Counselor	June September September October November Winter Each quarter Spring	Completed survey in Naviance Milestone completed in Naviance Milestone completed in Naviance Milestone complete in Naviance
Grade 7				
Academic	Learning Style Survey 7 th grade Individual Student survey Secondary School Options	School Counselor School Counselor Presentation by outside schools and Bacon Academy	Spring June October	Completed survey in Naviance Completed survey in Naviance

	Goal Setting Lesson Plan Transition to 8 th grade	School Counselor Mentor groups	January May	Added to individual student survey in Naviance
Career	7 th grade Individual Student survey Secondary School Options Career Cluster Finder Career Exploration Lesson	School Counselor Presentation by outside schools and Bacon Academy School Counselor School Counselor	June October December May	Completed survey in Naviance Completed survey in Naviance Completed survey in Naviance
Social/ Emotional/ Physical	Bullying Lesson Plan 7 th grade Individual Student survey Prejudice Lesson Plan (Shrek) Communication Lesson Plan (Optical Illusion) Conflict Resolution Lesson Plan	School Counselor School Counselor School Counselor School Counselor School Counselor	September June November February April	Milestone completed in Naviance Milestone completed in Naviance
Grade 8				
Academic	8 th grade SSP survey Goal Setting lesson Student/parent high school orientation High school course selection presentation Transition to Ninth Grade	School Counselor School Counselor High school administrators 9 th grade school counselor Mentor Groups	June January February February May	Completed survey in Naviance Added to individual student survey in Naviance Milestone completed in Naviance

Career	Career Key Survey 8 th grade SSP survey Career Day	School Counselor School Counselor School Counselor and community members	December June May	Completed survey in Naviance Completed survey in Naviance
Social/ Emotional/ Physical	Bullying Lesson Plan (Famous People)	School Counselor	September	Milestone completed in Naviance
	Team Building at Camp Hazen	Academic Teams and Counselors	October	Reflection Essay
	Prejudice Lesson Plan (Remember the Titans)	School Counselors	November	
	Drug/alcohol and sexuality education	Health and PE teachers	June	Milestone completed in Naviance
	Tours of the high school	High school students and administration	February	Milestone completed in Naviance
	Sexual Harassment Lesson	School Counselor	April	
Grade 9	Activity	Staff	Due Date	Student Data
Academic	College Knowledge Night	All School Counselors	February	Completed task in Naviance
	9 th grade SSP survey (Goal setting)	9 th grade counselor	June	Complete survey/Individualized goal set in Naviance
Career	9 th grade SSP survey	9 th grade counselor	June	Completed task in Naviance
	College Knowledge Night	All School Counselors	February	Complete task in Naviance
	Career/Personality Inventory	9 th grade counselor	November	Complete survey Naviance
	"Do What You Are" Survey	9 th grade Counselor	November	Complete task in Naviance
	Resume Building	9 th grade counselor	March	Begin building in Naviance

Social/ Emotional/ Physical	9 th grade SSP survey Health Lessons School Climate Lesson Plan Physical Fitness Test	9 th grade counselor Health teachers/ School Counselors Mentor HMRM Adv PE Teachers	June Conclusion of each semester June June of freshman year	Complete survey/individualized goal set in Naviance Completion of course w/passing grade Task completion in Naviance Task completion in Naviance
Grade 10				
Academic	Exploration of courses for the following year PSAT –introduction classroom presentation, administration and review of results STAT College Knowledge Night Enrollment of College Career Pathways Gr. 10 SSP reflection survey Discussion of College Career Pathways Option	10-12 School Counselors 9 -12 School Counselors Administration, teachers,9-12 counselors, support services staff, 9-12 school counselors 9-12 School counselors 9-12 School counselors Counselors	April Sept/Oct. All year February All year June January	Powerschool Task in Naviance Naviance score upload STAT documentation reports Completed task in naviance Completed task in Naviance/SSP survey Task/Survey in Naviance Task in Naviance

Career	Exploration of elective course selection	9-12 School Counselors	April	Powerschool/ Naviance
	Discussion of College Career Pathways Option	9-12 School Counselors	January	Task in Naviance
	Continue resume builder	9-12 School counselors	All year	Task in Naviance/SSP Survey
	College Knowledge Night	9-12 School counselors	February	Task in Naviance
	PSAT – Parent review session, introduction classroom presentation, administration and review of results	9-12 School counselors	Sept/Oct	Task in Naviance
	Career Interest Profile	9- 12 school counselors	May	Complete inventory task in Naviance
	Job Shadowing	9-12 School Counselors	All Year	Task in Naviance
	Gr. 10 SSP reflection survey	9-12 School Counselors	June	Task/Survey in Naviance
Social/ Emotional /Physical	- STAT	9-12 School Counselors,	All Year	STAT documentation
	- College Knowledge Night	Teachers, Administration	June	Task/Survey in Naviance
	- Gr. 10 SSP reflection survey	9-12 School		

		Counselors		
Grade 11				
Academic	Exploration of courses for the following year	9- 12 School Counselors,	April	Tracked during junior planning meeting. Student's request courses in Powerschool
	Junior Developmental Guidance Lesson	9-12 School Counselors	January	Task in Naviance/survey completion in Naviance
	Junior individual planning meeting	9- 12 School Counselors	February/ March	Task in Naviance
	College Knowledge Night	9-12 School Counselors	February	Task in Naviance
	Financial Aid Night	9-12 School Counselors	October	Task in Naviance
	Continue Resume Builder	9- 12 School Counselors	Ongoing	Task in Naviance
	Gr. 11 SSP reflection survey	9-12 School Counselors	January	Task in Naviance
	Armed Services Vocational Aptitude Battery (ASVAB)	9-12 School Counselors	February	Attendance roster and review session completion
Career	Exploration of elective course selection	9 -12 School Counselors	April	Tracked during junior planning meeting. Students request courses in Powerschool
	Junior Developmental guidance Lesson	9-12 School Counselors	January	Task in Naviance

	Junior individual planning meeting	9-12 School Counselors	March/April	Task in Naviance
	College Knowledge Night	9-12 School Counselors	February	Task completed in Naviance
	Financial Aid Night	9-12 School Counselors	October	Task completed in Naviance
	Post Secondary Options Fair	9-12 School Counselors	September	Task in Naviance
	Job Shadowing	9-12 School Counselors	All year	Task completed in Naviance
	Resume builder	9-12 School Counselors	Ongoing	Task completed in Naviance
	Gr. 11 SSP reflection survey	9- 12 School Counselors	June	Task completed in Naviance
	Armed Services Vocational Aptitude Battery (ASVAB)	9-12 School Counselors	February	Attendance roster and review session completion
Social/ Emotional/ Physical	Junior Developmental guidance Lesson	9-12 School Counselors	January	Task in Naviance
	Junior Individual planning meeting	9-12 School Counselors	March/April	Task in Naviance
	Financial Aid Night	9-12 School Counselors	October	Task completed in Naviance
	Gr. 11 SSP reflection survey	9-12 School Counselors	January	Task completed in Naviance

Grade 12				
Academic	Senior Developmental Guidance lesson	9-12 School Counselors	September	Task in Naviance/Survey completion
	College Knowledge Night	9-12 School Counselors	February	Task completed in Naviance
	Financial Aid Night	9-12 School Counselors	October	Task in Naviance
	Armed Services Vocational Aptitude Battery (ASVAB)	9-12 School Counselors	February	Attendance roster and review session completion
	Gr. 12 SSP reflection Survey	9-12 School Counselors	September	Task in Naviance
Career	Individual Senior Planning Meeting	9-12 School Counselors	October	Task in Naviance
	Senior Developmental Guidance lesson	9-12 School Counselors	September	Task in Naviance/Survey completion
	Attend Post Secondary options Fair	9-12 School Counselors	September	Task in Naviance
	College Knowledge Night	9-12 School Counselors	February	Task in Naviance
	Financial Aid Night	9-12 School Counselors	October	Task in Naviance
	Post Secondary Options Fair	9-12 School Counselors	September	Task in Naviance

	Job Shadowing	9-12 School Counselors	Ongoing	Task in Naviance
	Gr. 12 SSP reflection survey	9-12 School Counselors	September	Task in Naviance
Social/Emotional Physical	Senior Developmental Guidance lesson	9-12 School Counselors	September	Task in Naviance
	Gr. 12 SSP Reflection Survey	9-12 School Counselors	September	Task in Naviance

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 6

Topic: Respect for self and others (WJJMS core value of respect)

ASCA Standards:

- PS:A2.3 Recognize, accept, respect, and appreciate individual differences
- PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Concepts (Students need to know):

- Empathy
- Put-downs and Put-ups

Skills (Students will be able to):

- Identify situations where someone has been excluded
- Empathize with someone who has been excluded
- Identify ways to include people

Essential Questions:

- Have you experience being excluded or left-out?
- What does it feel like to be an outsider?
- In what situations are people sometimes isolated?
- How can I help make people feel more included?

Big Ideas

- Everyone feels excluded at some point in his or her life.
- People feel isolated when they are not connected to others around them. People feel included when others acknowledge and recognize them.

Learning Activities

Caring Being Lesson

1. Ask students to come up with words, actions, attitudes, or ways of treating one another that would make their classroom the best possible place to be – where everyone felt included, cared for, and respected. Write these on one half of the board.
2. Ask the group to think of some actions, ways of treating each other, or attitudes that they do not want as part of their classroom. Write these on the other half of the board.

3. Ask students to name a classmate that displays positive and caring attitudes towards others. Use that student to be the model for the “Caring Being.” Have them lay down and trace the outline of their body on a large sheet of paper.
4. Have students volunteer to write “put downs” on the outside of the Caring Being and “put-ups” on the inside of the Caring Being.

Power Shuffle

- Introduce Lesson
 1. Line up all students on one side of a masking tape line which you have placed on the floor. Students should be facing the line.
 2. Read Introduction (In “Don’t Laugh at Me” curriculum)
 3. Read Instructions (Don’t Laugh at Me” curriculum)
- Begin Activity
 1. Read first “cross the line” category (Don’t Laugh at Me” curriculum)
 2. After each of the “cross the line” categories, you will:
 - pause until the students who have crossed the line have turned to face the other students.
 - say “Now notice how it feels to cross the line and notice how it feels to watch other people cross the line. Look who is with you (pause). Look who is not with you (pause).
 - say “Come back together as a group.”
 3. Continue this process for all of the “cross the line” categories
- Discussion:

What are some feelings that came up for you during this activity? What was the hardest part for you? Were any of the categories difficult for you? What did you learn about yourself? What did you learn about others? Was it difficult to cross the line? How about when not many others did? What do you want to remember about what we’ve just experienced? What, if anything, do you want to tell others about this experience?
- Wrap Up
 1. Summary (From “Don’t Laugh at Me” curriculum)
“Don’t Laugh at Me” song. Mark Will’s version (explain that one of my differences from some of you is that I like country music.)

Authentic Performance Tasks and Assessments

Exit card – Share two ways to include a person who seems to be excluded in a social situation

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 6

Topic: Conflict Resolution

ASCA Standards:

- PS: B1.6 Know how to apply conflict resolution skills
- PS:A2.2 Respect alternate points of view
- PS:A2.6 Use effective communication skills

Concepts (Students need to know):

- Strategies for resolving conflicts.

Skills (Students will be able to):

- Students will be able to identify the steps for resolving conflicts and be able to demonstrate knowledge of "I Messages."

Essential Questions:

- Why is it important to use "I messages" in communication?

Big Ideas:

- Using the steps for resolving conflicts and "I messages" can improve communication and resolve conflicts.

Learning Activities:

- Steps for resolving conflicts
- "I messages"
- Role play having a conflict with another student and use i-messages to resolve the conflict

Authentic Performance Tasks and Assessments: Post-survey

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 6

Topic: Goal Setting

ASCA Standards:

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- C:A1.6 Learn how to set goals
- PS:A1.3 Learn the goal-setting process

Concepts (Students need to know):

- Long-Term Goal
- Short-Term Goal

Skills (Students will be able to):

- How to set a meaningful and attainable goal for themselves

Essential Questions:

What is a good goal for me?

- What do I want to change?
- How will I do this?
- When will I start?
- Who will I tell or ask for assistance and encouragement?

Big Ideas

- The creation and completion of short-term goals leads to attainment of long-term goals.

Learning Activities

1. Discuss with the students examples of things they do at school of which they should be very proud.
2. Then, discuss personal changes that can be made to become an even better student.
3. Identify the following terms: goals, short-term goals, long-term goals.
4. Ask students to give examples of each of the above terms.
5. Indicate that in this session you are going to work on short-term goals only; but that completed short-term goals often lead to long-term gains for students.
6. Discuss accomplishing short-term goals, one plan is to indicate:

- **WHAT** you want to change (the situation/problem)
 - **HOW** you will do this. For example, how will you begin the first step needed to attempt to change the situation/problem? Could you make an appointment to talk to the school counselor or make a phone call to someone?
 - **WHEN** will you start? (It should always be sometime in the next 5 to 7 days).
 - **WHO** will you tell or ask for assistance, encouragement?
7. Ask each student to make a list of four characteristics and behaviors he or she likes about himself/herself that help make him/her a responsible learner and citizen at school. Then, make another list of four things he/she would like to change or improve so as to become a more responsible student learner and citizen at school. Next, have each student select two points from the list of “Things I’d Like to Improve” and write a brief (one or two sentence) short-term plan to improve both, using the What, How, When, and Who plan described above. The latter two would become short-term goals for self-improvement possibilities.
 8. Have volunteer students share one thing they like about themselves, one they would like to improve, and how they plan to go about accomplishing this goal. Assist them in becoming as concrete as possible by using the What, How, When, and Who method discussed.
 9. Ask each student to take his/her completed “*Personal Improvement Plan*” and share it with his/her “Who”. Suggest they keep track of their improvements, analyze the plan frequently, and make changes if the plan is not going well.

Authentic Performance Tasks and Assessments

Each student will set short-term goals and make a personal improvement plan.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 6

Topic: Learning Styles

ASCA Standards:

- A:A2.4: Apply knowledge and learning styles to positively influence school performance.
- A:B1.6: Use knowledge of learning styles to positively influence school performance.

Concepts (Students need to know):

- The three primary learning styles.

Skills (Students will be able to):

- Identify their own primary learning style and a strategy to help with their learning based on that learning style.
- Log in to Naviance and save information

Essential Questions:

- What is a learning style?
- Why is it important to know my learning style?

Big Ideas:

- Knowledge of your own personal learning style may lead to increased school success.

Learning Activities:

1. Power Point presentation on learning styles. Presentation includes what learning styles are, why knowing your learning style is important, and an explanation of the three primary learning styles.
2. Students will also watch movie clips illustrating the three primary learning styles.
3. Students will take a learning styles inventory.
4. Students will explore learning strategies as they relate to their learning style.
5. This lesson is also an introduction to Naviance for 6th grade students. After taking the learning style inventory, students will log in to Naviance and record their learning style.

Authentic Performance Tasks and Assessments:

Students will take a post survey in Naviance including what their primary learning style is and a strategy they will implement to improve their learning based on their learning style.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 6

Topic: Understanding the Role of the School Counselor/ Bullying Procedure

ASCA Standards:

- A:A1.5: Identify attitudes and behaviors that lead to successful learning
- PS:C1.2: Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Concepts (Students need to know):

- The role of the school counselor
- The name of their counselor
- Services provided by your counselor
- The meaning of confidentiality
- Definition of bullying and school procedures surrounding it.

Skills (Students will be able to):

- Locate their counselor in the counseling office
- Fill out a bullying report

Essential Questions:

- Who is my school counselor and how does the counselor help me?

Big Ideas

- The school counselor can help me with academic, personal, and social issues.

Learning Activities

- Game show: who knows your school counselor?
 - In a game show format, ask students questions about the name, location, and role of their counselor
 - Students may play independently or in small groups

Authentic Performance Tasks and Assessments

- Exit slip (6th grade questionnaire)
 - Who is my school counselor?
 - Name things the counselor can help me with.
 - What is bullying and what is not bullying? How can I report it?

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 6

Topic: Interpersonal Relationships

ASCA Standards:

- PS:A1.1 Develop positive attitudes towards self as a unique and worthy person
- PS:A2.2 Respect alternate points of view
- PS:A2.3 Recognize, accept, respect, and appreciate individual differences

Concepts (Students need to know):

- self-esteem

Skills (Students will be able to):

- Identify the ways one's actions boost or reduce a person's self-esteem.

Essential Questions:

- How do my positive and/or negative actions affect others' self-esteem?
- How might our self-esteem be affected by our experiences and how other people treat us?

Big Ideas

- A person's self-esteem is affected by his/her view of self, experiences, and interactions with other people.

Learning Activities

- The Heart
 - A. Hold up a large heart with the words "I am important" written on it. Explain that "every person starts out in life thinking he/she is someone important—someone who thinks important thoughts, who has important feelings. Someone who matters. This is our self-esteem."
 - B. The Play
 1. Tape the paper heart to your chest
 2. Tell students that we are going to read a play about a day in the life of a young person about their age.
 3. Ask for volunteers to read the play and assign scripts ("Don't Laugh at Me" curriculum)
 4. Instruct students to give a thumbs-down each time they hear a put-down.
 5. Dramatically tear off a piece of the heart and drop it to the floor each time there is a put-down.
- Discussion

What happened to the heart? What does the heart represent? How do you think Pedro is feeling now? What might be the effect on him being treated this way day

after day? Do any of the things that happened to Pedro sound familiar to things that you have seen happen? Have any of you had your heart “torn”? Have any of you ever “torn” someone else’s heart? Why do people use put-downs? What do they gain from it? Are there any other ways they might gain the same thing without hurting someone else? How do we repair “torn” hearts?

Authentic Performance Tasks and Assessments

- Exit card – Choose one of the discussion questions above to have students individually write a response.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 7/8

Topic: Getting to know each other and knowing the bullying procedure

ASCA Standards:

PS C1.2, PS C1.5, PS C1.6

Concepts (Students need to know):

- There is a state law against bullying.
- *"Bullying" means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics; (from CT Public Act 11-232, effective July 1, 2011)*
- We have a procedure for reporting bullying.

Skills (Students will be able to):

- Fill out a bullying report.
- Identify what it means to be an upstander.
- Identify types of mean-spirited behavior.

Essential Questions:

- What is bullying? How is bullying different from mean-spirited behavior?
- How can I be an upstander?

Big Ideas

- Students need to understand the bullying laws and how to report bullying incidents as well as avoid participating in bullying behavior.

Learning Activities

- Famous People who've been bullied in the past – to which parts of the state law do these examples connect?
- Ubuntu lesson – How are all people connected?
 - Students receive cards and try to find things in common with others in the group. Then small groups try to connect themselves together to make larger groups.

Authentic Performance Tasks and Assessments

- Exit questionnaire: what is the difference between bullying and mean-spirited behavior?

SCHOOL COUNSELING LESSON PLAN

Subject: Developmental Guidance

Grade/Course: 7

Topic: Career Cluster

ASCA Standards:

- C:A1.1: Develop skills to locate, evaluate and interpret career information
- C:A1.2: Learn about the variety of traditional and nontraditional occupations
- C:A1.3: Develop an awareness of personal abilities, skills, interests, and motivations
- C:B1.2: Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.4: Know the various ways in which occupations can be classified
- C:B1.5: Use research and information resources to obtain career information
- C:B2.1: Demonstrate awareness of the education and training needed to achieve career goals
- C:C2.1: Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

Concepts (Students need to know):

- career

Skills (Students will be able to):

- Identify the career cluster that matches student interests and skills.

Essential Questions:

- What types of careers would most interest me and match my skills?

Big Ideas

- The most interesting careers for an individual are those that match a person's interests, talents, and skills.

Learning Activities

- Naviance Career Cluster survey
- Explore at least three different career clusters to determine education needed, salaries, tasks and skills required.

Authentic Performance Tasks and Assessments

- Naviance Career Cluster: What career clusters are a good match based on activities of interest, personal qualities, and subjects you enjoy studying in school.?

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 7

Topic: Communication

ASCA Standards:

PS:A2.6 Use effective communication skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior.

Concepts (Students need to know):

communication

Skills (Students will be able to):

Identify examples of miscommunication

Explain how to communicate clearly

Essential Questions:

How does miscommunication happen?

Big Ideas

Miscommunication occurs when people do not listen to or understand each other.

Clear communication leads to improved relationships with others.

Learning Activities

- 1) Lack of information and miscommunication
 - a. Write letters on board (B S A I N Z L E A T N T E A R S)
 - b. Give students directions: Cross out six letters and find what common English word is left.
 - c. Students will ask for more information. Don't give them more. Repeat the same directions. After listening to their responses, cross out SIX LETTERS which leaves BANANA
 - d. Discuss the conflict that has arisen from miscommunication or lack of communication. Discuss how this happens every day in our lives and how it leads to problems or conflicts.
- 2) Points of view
 - a. View the optical illusion drawing with two faces.
 - b. Discuss how people can see the same picture from two different perspectives
- 3) Two Sides to a Story
 - a. Have a student share the story of Little Red Riding Hood with the class.
 - b. Read the story "Maligned Wolf" to the class.
 - c. Discuss who is perceived as the bad character in each story.
 - d. How could this be an example of miscommunication?

Authentic Performance Tasks and Assessments

Student reflection: Explain a situation when you miscommunicated with someone. How could you have made this communication more clear?

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 7

Topic: Goal Setting

ASCA Standards:

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- C:A1.6 Learn how to set goals
- PS:A1.3 Learn the goal-setting process

Concepts (Students need to know):

- Goal-setting

Skills (Students will be able to):

- Use knowledge of their academic progress to date to set academic goals

Essential Questions:

- How can I improve my learning in school and achieve my academic goals?

Big Ideas

- Setting short-term goals

Learning Activities

1. Give each student a copy of his/her report card.
2. Have students look at their grades and comments and determine areas for improvement based grades and comments.
3. Have students brainstorm goals and strategies to reach them, emphasizing realistic goals and specific achievable actions. (Possible strategy: Use the sneaker goal sheet if applicable.)

Authentic Performance Tasks and Assessments

Students will set academic or behavior goals based on analysis of their report cards.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 7

Topic: Interpersonal Relationships

ASCA Standards:

- PS:A1.1 Develop positive attitudes towards self as a unique and worthy person
- PS:A2.2 Respect alternate points of view
- PS:A2.3 Recognize, accept, respect, and appreciate individual differences

Concepts (Students need to know):

- self-esteem

Skills (Students will be able to):

- Identify the ways one's actions boost or reduce a person's self-esteem.

Essential Questions:

- How do my positive and/or negative actions affect others' self-esteem?
- How might our self-esteem be affected by our experiences and how other people treat us?

Big Ideas

- A person's self-esteem is affected by his/her view of self, experiences, and interactions with other people.

Learning Activities

- Walking in someone else's shoes lesson plan

Authentic Performance Tasks and Assessments

- Exit card – Choose one of the discussion questions above to have students individually write a response.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 7

Topic: Prejudice

ASCA Standards:

- PS:A1.2 Identify values, attitudes, and beliefs
- PS:A2.3 Recognize, accept, respect, and appreciate individual differences
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

Concepts (Students need to know):

- Judgment

Skills (Students will be able to):

- Identify incorrect judgments made about a person
- Recognize when you are judging a person
- Withhold judgment of a person before knowing more about them

Essential Questions:

- Why do we judge others without even knowing them?

Big Ideas

- People judge others without even realizing it.
- Initial judgments about others are often incorrect.

Learning Activities

- 1) Play the song All-Star by SmashMouth. Discussion question: What does it mean by "Everyone is an All-Star in some way."
- 2) Bag Activity – glue a picture of an ogre on the outside of a brown lunch bag. Think of someone who you judged falsely. Write the judgment on the outside of the bag. On separate slips of paper, write positive qualities you came to know about the person and put them inside the bag.
- 3) Discussion questions:
 - a. Why do we judge others without even knowing them?
 - b. What can a person do to stop others from talking about and judging people before knowing them?
 - c. Shrek says sometimes things are more than they appear. What do you think he means by this? How does Shrek's statement apply to your life right now?
- 4) Show the scene from Shrek when Shrek and Donkey talk about hiding feelings? Why do people hide their feelings?

Authentic Performance Tasks and Assessments

- 1) Bag activity (See above)

- 2) Exit card: Shrek tells Donkey that ogres are like onions with many different layers. Show this scene from the movie. How are people like onions? Give some examples.

SCHOOL COUNSELING LESSON PLAN

Subject: Developmental Guidance

Grade/Course: 8

Topic: Career Key

ASCA Standards:

Develop career awareness:

- C:A1.1: Develop skills to locate, evaluate and interpret career information
- C:A1.2: Learn about the variety of traditional and nontraditional occupations
- C:A1.3: Develop an awareness of personal abilities, skills, interests, and motivations
- C:B1.2: Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.4: Know the various ways in which occupations can be classified
- C:B1.5: Use research and information resources to obtain career information
- C:B2.1: Demonstrate awareness of the education and training needed to achieve career goals
- C:C2.1: Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

Concepts (Students need to know):

- career

Skills (Students will be able to):

- Identify specific careers that would match interest and skills.

Essential Questions:

- What types of careers would most interest me and match my skills?
- How is your job satisfaction and success related to your personality?

Big Ideas

- Finding a satisfying career means matching interests, abilities, and skills to potential careers.

Learning Activities

- Naviance Career Key
- Take the survey to determine your personality and identify specific careers to match your personality traits.
- Identify careers that are most promising and learn details about each one.

Authentic Performance Tasks and Assessments

- Students will complete the Naviance Career Key and review the results.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 8

Topic: Prejudice

ASCA Standards:

- PS:A1.2 Identify values, attitudes, and beliefs
- PS:A2.3 Recognize, accept, respect, and appreciate individual differences
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

Concepts (Students need to know):

- Judgment

Skills (Students will be able to):

- Identify incorrect judgments made about a person
- Recognize when you are judging a person
- Withhold judgment of a person before knowing more about them

Essential Questions:

- Why do we judge others without even knowing them?

Big Ideas

- People judge others without even realizing it.
- Initial judgments about others are often incorrect.

Learning Activities

- Start with “Acting it Out” experiment
- Have students complete first two columns of “Assumption” worksheet
- Show film clip “Remember the Titans”
 - Prejudice is the topic of *Remember the Titans*. During this segment of the movie, Coach Herman Boone takes his football team, whose members are deep into prejudice, on an early morning run. He leads them to the field where the Battle of Gettysburg was fought during the Civil War. He tells his charges: “Take a lesson from the dead. If we don’t come together right now on this hallowed ground, we, too, will be destroyed just like they were. I don’t care if you like each other or not; but you will respect each other.” Prejudice and true respect cannot exist side by side. His speech was the beginning of his team’s conversion.
 - Prejudice continues to be part of our world. It is present in the workplace and at school. The only way to counteract prejudice is to learn to respect others. If we respect others, we can overcome our negative feelings and begin to understand the circumstances and problems of others from their

point of view. As Abraham Lincoln said in the address that dedicated the Gettysburg cemetery: “It is for us the living...to be here dedicated to the great task remaining before us – that from these honored dead, we take increased devotion to that cause for which they gave (their lives) – that we here highly resolve that these dead shall not have died in vain – that this nation shall have a new birth of freedom....” That freedom calls for nothing less than eradicating prejudice and establishing equality. That is still our task.

- After completion of film clip, ask students to fill out columns 3 & 4 on “Assumption” worksheet.
- Hand out discussion questions and review

Authentic Performance Tasks and Assessments

- 1) Exit card: Choose either the quote from *Remember the Titans* or Abraham Lincoln and explain how it relates to your own life.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 8

Topic: Team Building

ASCA Standards:

- A:A2.3: Use communication skills to know when and how to ask for help when needed
- C:A1.5: Learn to make decisions
- C:A1.7: Understand the importance of planning
- C:A2.9: Utilize time- and task-management skills
- PS:A2.6,: Use effective communication skills
- PS:A2.7: Know that communication involves speaking, listening, and nonverbal behavior

Concepts (Students need to know):

- How to work in a group with others
- Problem solving techniques
- Decision-making skills
- Communication skills

Skills (Students will be able to):

- Solve problems
- Work together in groups
- Improve communication skills
- Learn to plan and execute the plan

Essential Questions:

- What skills do we need in order to work together as a team?

Big Ideas

- Improving team building and cooperative skills will help students succeed in school and in life.

Learning Activities

Team-building trip to Camp Hazen, including small group communication and problem solving activities, high- and low-ropes courses, and rock wall climbing

Authentic Performance Tasks and Assessments

Reflection essay written upon return.

6th Grade

August 29th: Ice breakers & Goal Setting
 “What’s Your Superpower?” –related to our 4 core values

September 24th – Getting to Know You
 -Ice Breakers
 -Getting to know you inventory survey
 -Goal Setting

October 29th – Red Ribbon Week
 -Refusal skills
 - History of Red Ribbon Week
 - Goal Setting

November 27th – Everyday Heroes
 -Giving back to the community/volunteering

January 28th - Bullying
 -Celebrating differences

Friday, February 21st – Healthy Relationships

March 11th –Peer Mediators presentation

April 1st – Peer Mediators presentation

May 20th – What Happening Next Year?
 -Transitions – 6th to 7th, 7th to 8th, 8th to 9th

7th and 8th Grade

August 29th: Goal Setting “What’s Your Superpower?” –related to our 4 core values

September 24th – Getting to Know You
 -Review of expectations as you transition to the next grade at WJJMS.

October 29th – Red Ribbon Week
 -Refusal skills
 - History of Red Ribbon Week
 - Goal Setting

November 27th – Everyday Heroes
 -How can you be a hero to others in the community/school/ etc?

January 28th – Bullying/ Up-standers vs. Bi-Standards.

Friday, February 21st – Healthy Relationships

March 11th – Peer Mediator (Grade 7) and PALs presentation (Grade 8)

April 1st – Peer Mediator (Grade 7) and PALs presentation (Grade 8)

May 20th- What’s Happening Next Year?
 -Transitions – 6th to 7th, 7th to 8th, 8th to 9th

YEAR-BY-YEAR PLANNING GUIDE
Events, Activities, Guidelines and Expectations

FRESHMAN YEAR

What to THINK ABOUT:

- What interests you? What are your talents and strengths?
- Academic monitoring
- College Career Pathway selection
- Explore interests and get involved!

What to DO:

- “Do What You Are” personality type – Naviance (<http://succeed.naviance.com/bacon>)
- Know graduation requirements
- Know your PowerSchool and Naviance logins and check frequently
- Have parents/guardians create PowerSchool and Naviance accounts
- Individual academic scheduling
- Individual academic, career, social/emotional counseling
- Meetings as needed with teachers/parents
- Attend Freshman Orientation
- Attend Financial Aid Night
- Attend College Knowledge Night
- Begin developing a resume

SOPHOMORE YEAR

What to *THINK ABOUT*:

- Academic monitoring
- What interests you? What are your talents and strengths?
- Explore post-secondary options
- Challenge yourself with course selections
- Consider an Advanced Placement (AP) course
- Plan for appropriate Junior year courses to meet graduation requirements
- Explore interests and get involved!

What to *DO*:

- Continuation of Naviance tasks (<http://succeed.naviance.com/bacon>)
- Take PSAT (October); attend score information session and review
- Individual sophomore planning meeting with counselor
- Individual academic scheduling
- Individual academic, career, social/emotional counseling
- Meetings as needed with teachers/parents
- Continue involvement in extracurricular and volunteer activities
- Take AP exams for those classes
- Plan college visits
- Consider job shadowing
- Attend Financial Aid Night
- Attend College Knowledge Night
- Continue developing a resume

JUNIOR YEAR

What to *THINK ABOUT*:

- What talents/strengths do I want to develop further?
- Explore post-secondary options
- Consider an Advanced Placement (AP) course
- Which colleges to visit
- Potential job shadowing opportunities

What to *DO*:

- Academic monitoring and individual academic scheduling
- Continuation of Naviance tasks (<http://succeed.naviance.com/bacon>)
- Look on Naviance for college visits to Bacon Academy
- Sign up for standardized tests – SAT/ACT (PSAT strongly encouraged)
- Take SAT subject tests
- Take the ASVAB test (Armed Services Vocational Aptitude Battery) if considering the military
- Research test-taking skills and tips (www.testtakingtips.com)
- Plan for appropriate Senior year courses
- Begin researching scholarship and grant opportunities
- Complete the FAFSA 4caster: <https://fafsa.ed.gov/FAFSA/app/f4cForm?execution=e1s1>
- Meetings as needed with teachers/parents
- Individual academic, career, social/emotional counseling
- **End of Junior Year:** request letters of recommendation
- **Summer between Junior and Senior years:** schedule college visits and begin writing college essay
- Continue developing a resume
- Individual Junior Planning meetings with counselors and parents/caregivers
- Attend Financial Aid Night
- Attend College Knowledge Night
- Attend college/career fairs (Bacon Academy, East Lyme, Hartford)

SENIOR YEAR

What to *THINK ABOUT*:

- Research test-taking skills and ways to reduce test-taking stress
- Explore post-secondary options

What to *DO*:

- Academic monitoring for graduation credit check
- Individual academic scheduling
- Individual academic, career, social/emotional counseling
- Meetings as needed with teachers/parents
- If you are male and over 18, register with the US Selective Service to be eligible for federal financial aid
- Complete the FAFSA (after Jan. 1) and CSS Profile (if required by schools)
- Complete college applications/college essays
- Ask teachers for letters of recommendation
- Continuation of Naviance tasks (<http://succeed.naviance.com/bacon>)
- Research and apply for scholarships
- Sign up for standardized tests – SAT/ACT/SAT Subject Tests
- Take the ASVAB test (Armed Services Vocational Aptitude Battery) if considering the military
- Individual Senior Planning meetings with counselors and parents/caregivers
- Attend Financial Aid Night
- Attend College Knowledge Night
- Attend college/career fairs (Bacon Academy, East Lyme, Hartford)
- Sign up for Guidance-sponsored college tours
- Attend College visits to Bacon Academy (look on Naviance for calendar of visits)

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 9

Topic: Do What You Are

ASCA Standards:

ASCA: A:A1.5 Identify attitudes and behaviors that led to successful learning
 ASCA: A:B1.6 Use knowledge of learning styles to positively influence school performance
 ASCA: A:B2.2 Use assessment results in educational planning
 ASCA: A:B2.4 Apply knowledge of aptitudes and interests to goal setting
 ASCA: A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities
 ASCA: A:C1.3 Understand the relationship between learning and work
 ASCA: C:A1.1 Develop skills to locate, evaluate and interpret career information
 ASCA: C:A1.2 Learn about the variety of traditional and nontraditional occupations
 ASCA: C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
 ASCA: C:A1.5 Learn to make decisions
 ASCA: C:B1.1 Apply decision-making skills to career planning, course selection and career transition
 ASCA: C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
 ASCA: C:B1.3 Demonstrate knowledge of the career-planning process
 ASCA: C:B1.5 Use research and information resources to obtain career information
 ASCA: C:B1.6 Learn to use the Internet to access career-planning information
 ASCA: C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
 ASCA: C:C1.3 Identify personal preferences and interests influencing career choice and success
 ASCA: C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
 ASCA: PS:A1.10 Identify personal strengths and assest

Concepts (Students need to know):

Students will understand what a career personality inventory is and how it differs from an interest inventory.

Students will understand the 8 Myers Briggs Personality Types and the 16 Career Personality Codes.

Students will understand how specific careers match up with specific career personality types.

Skills (Students will be able to):

Students will know how to go into Naviance and complete the DWYA inventory.

Students will be able to read and understand how to get information from their DWYA career profile and research specific careers.

Essential Questions:

What are the personality traits that make up students career personality code and their relation to career satisfaction?

Big Ideas

This is the first step in helping student to become college and career ready.

Learning Activities

1. Counselor will set behavioral expectations.
2. Brief description on what a career personality inventory is and how it differs from interest inventories they had in middle school.
3. Counselor will direct questions to students to facilitate group understanding of Myers Briggs personality codes.
4. Students will log into Naviance and take the DWYA Career Personality Inventory.
5. Students will complete post inventory DWYA survey to assess what they learned.
6. Students will pair and share with their partner how their career personality code is accurate or inaccurate.
7. Students will state their career code and one relevant career to the class and counselor will demonstrate how the 8 individual career personality traits match up with that career.

Authentic Performance Tasks and Assessments

1. Counselor will poll class and also ask questions to monitor content mastery.
2. Students will finish and save their DWYA profile results and complete a post DWYA survey.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 9

Topic: Individual Planning Meeting

ASCA Standards: A: A1.5, A3.3, B1.3, B1.6, B2.1, B2.3-6, C1.1-2, C1.4-5

C: A1.3, A1.6-7, A1.9-10, B2.4-5, C1.1, C2.1 PS: A1.3, A1.10, A2.6, B1.9, B1.12

ASCA: A:A2 Acquire Skills for Improving Learning

ASCA: A:A3 Achieve School Success

ASCA: A:A3.1 Take responsibility for their actions

ASCA: A:B1.4 Seek information and support from faculty, staff, family and peers

ASCA: A:B2 Plan to Achieve Goals

ASCA: C:A1.6 Learn how to set goals

ASCA: C:A1.7 Understand the importance of planning

ASCA: C:B2 Identify Career Goals

ASCA: PS:A1 Acquire Self-knowledge

ASCA: PS:B1.9 Identify long- and short-term goals

Concepts (Students need to know):

1. Students will understand how they are doing academically this year.
2. Students will review extracurricular activities and interests with counselor.
3. Students will create career and academic goals with counselor and will get feedback on appropriate in line with those goals for 10th grade.

[Students will review Focus Area/CCP requirements if applicable]

Skills (Students will be able to):

1. Students will dialogue with counselor on concepts.
2. Students will input a short planning meeting survey with counselor support during meeting to document important academic/career goals.

Essential Questions:

1. What do you need to do to improve academically?
2. What courses should you take that support your career goals.

Big Ideas

1. How is the student progressing academically, socially and career wise to date?

Learning Activities

Student will dialogue with counselor and complete Individual planning survey on Naviance.

Authentic Performance Tasks and Assessments

Completion of Individual Planning Meeting Survey with counselor feedback.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 9

Topic: CCP/Focus Area – SSP Survey

ASCA Standards: A: A1.2, B2.1-4, C1.3 C: A1.5, A1.7-8, B1.1-4, B1.7, B2.2, B2.4-5, C1.3

PS: A1.3, A1.10, A2.6, B1.1-2, B1.9, B1.12

Concepts (Students need to know):

1. Students will understand the rationale for and difference between Focus Areas and the College Career Pathway program at Bacon Academy.
2. Students will understand what a Student Success Plan is and where they can access it.

Skills (Students will be able to):

1. Students will complete a Focus Area/CCP survey Naviance, in which they will choose a preliminary Focus Area or College Career Pathway.
2. Students will complete a Student Success Plan survey which gathers data relevant to student Academic, Personal, and career success.

Essential Questions:

What Focus Area or CCP Career Cluster are you interested in?

Big Ideas

Focus Areas and College Career Clusters relate to course selection and your goals as a student.

Learning Activities

1. Students will learn the difference between Focus Areas and College Career Pathways clusters.
2. Students will pair and share with each other information about their Focus Area/College Career Pathway preferences.

Authentic Performance Tasks and Assessments

Students will complete a 9th Grade Student Success Plan Survey.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 9

Topic: Resume Building and Game Plan Survey using Naviance

ASCA Standards: A: C1.5-6 C: A1.3, A1.7, A2.2, A2.6, B1.3, B2.5, C1.3, C2.1

PS: A1.1, C1.1

ASCA: A:A1.3 Take pride in work and achievement

ASCA: A:A3.1 Take responsibility for their actions

ASCA: A:A3.3 Develop a broad range of interests and abilities

ASCA: A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

ASCA: A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

ASCA: A:C1.3 Understand the relationship between learning and work

ASCA: C:A2.6 Learn how to write a resume

Concepts (Students need to know):

1. Students will understand the importance of having a resume for future career and college success.
2. Students will learn how to use the Resume Building module in Naviance.
3. Students will understand the importance of having a fluid plan to for achieving their future post secondary goals.

Skills (Students will be able to):

1. Students will create a preliminary resume on Naviance.
2. Students will complete the "Game Plan Survey" in Naviance.

Essential Questions:

1. Why is a resume important?
2. How do you create an effective resume on Naviance?
3. Why is having a plan for after high school important?

Big Ideas

1. Students will be able to create a developmentally appropriate college/career ready resume.

2. Is the student plan reasonable and achievable?

Learning Activities

1. Students will hear an introduction and definition of what a resume is.
2. Students will brainstorm what they think is an important part of a resume.
3. Students will pair up and discuss essential age appropriate information that they want to include in their resume.
4. Students will log into their individual Naviance account and will complete an initial resume.
5. Students will complete the Game Plan Survey in Naviance.

Authentic Performance Tasks and Assessment

Students will complete an initial resume on Naviance which they can update each year as their experiences evolve.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: Sophomore Developmental School Counseling Lesson

Topic: Academic & Career Development

ASCA Standards:

ASCA:C:A1: Develop Career Awareness

ASCA:A:C1.6: Understand how school success and academic achievement enhance future career and vocational opportunities

ASCA:C:B1.5: Students will use research and information resources to obtain career information

ACSA:C:A2.6: Students will learn how to write a resume

ASCA:PS:A1.10: Identify personal strengths and assets

ASCA:PS:B1.5: Demonstrate when, where and how to seek help for solving problems and making decisions

Concepts (Students need to know):

- Academic credit review, course selection and connection to career planning.
- The important of planning for their future
- How does Naviance connect to career and post-secondary planning.
- The format and content of that in a resume
- How to explore career options
- How their personality connects to career

Skills (Students will be able to):

- Take steps necessary to plan for their future
- Track progress toward graduation by analyzing credits and selecting courses of interest.
- Students will be able to connect how personality traits relate to careers of interest
- Build a resume
- Identify a career of interest
- Students will be able to use Naviance

Essential Questions:

- Why Plan Now?
- What are some ways to explore careers and/or interests?

Big Ideas

- Importance of Academic/Career Planning

Learning Activities*Powerpoint Presentation*

1.) Initiation: Who is your counselor, Review of graduation requirements, "Why Plan Now" senior advice video

2.) Resume writing in Naviance

Naviance

3.) Career Exploration

- Students will explore Naviance to research careers of interest
- Bureau of Labor website (for differentiation/students with varied needs as an option)

4.) College Planning

- Students will utilize Naviance to research post-secondary plans of interest

5.) Closure: Students will complete a reflection survey assessing learning. Students will be informed of follow-up individual planning meeting.

Authentic Performance Tasks and Assessments

- 10th grade student success plan survey to reflect on lesson and assess learning

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 10

Topic: Individual Planning Meeting

ASCA Standards:

ASCA: A:A2 Acquire Skills for Improving Learning

ASCA: A:A3 Achieve School Success

ASCA: A:A3.1 Take responsibility for their actions

ASCA: A:B1.4 Seek information and support from faculty, staff, family and peers

ASCA: A:B2 Plan to Achieve Goals

ASCA: C:A1.6 Learn how to set goals

ASCA: C:A1.7 Understand the importance of planning

ASCA: C:B2 Identify Career Goals

ASCA: PS:A1 Acquire Self-knowledge

ASCA: PS:B1.9 Identify long- and short-term goals

Concepts (Students need to know):

- Students will review current credits and courses of interest in line with potential careers of interest.
- Students will explore extracurricular activities of interest with their counselor
- Students will review career(s) and post secondary plans of interest.

Skills (Students will be able to):

- Evaluate current credits by reviewing their transcript and the PowerSchool graduation plan progress tracker.
- Utilize Naviance to continue the career exploration process and PowerSchool to review current academic progress.

Essential Questions:

- What are the graduation requirements?
- What courses should you take that support your career goals?
- What extracurricular activities are you involve/interested in?

Big Ideas

- How is the student progressing academically, socially and career wise to date?

Learning Activities

- Student will dialogue with counselor about high school progress and post-secondary aspirations.

Authentic Performance Tasks and Assessments

Completion of Individual Planning Meeting survey.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 10th grade

Topic: PART I – Pre-PSAT Overview & Information Session (October)
PART II – PSAT Score Report Review & Interpretation (December)

ASCA Standards:

ASCA: A:A2 Acquire Skills for Improving Learning

ASCA: A:B1.5 Organize and apply academic information from a variety of sources

ASCA: A:B2.2 Use assessment results in educational planning

ASCA: A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

ASCA: C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

ASCA: PS:A1.10 Identify personal strengths and assets

Concepts (Students need to know):

PART I

- Students will understand the different components of the PSAT (critical reading, math, and writing), purpose of the test, method of scoring, its relation to the SAT, testing time length, scholarships, recognition (AP potential, colleges/college majors), and test day guidelines.
- Students will understand how to prepare for the PSAT.

PART II

- Students will understand their scores relative to state and national percentiles.
- Students will understand personal skill areas of strength and skill areas that require improvement.
- Students will know whether or not their scores indicate AP potential.
- Students will know how to access their score report and My College QuickStart online for a breakdown of test questions/answers, personalized PSAT and SAT study guide, access AP potential, and identify connections between abilities, personality, and college majors.

Skills (Students will be able to):

PART I

- Students will be able to understand the PSAT, what the test measures, and how the results will be used.

PART II

- Students will be able to prepare for the PSAT/SAT using My College QuickStart.
- Students will be able to identify personal skill areas of strength and areas that need improvement.

- Students will be able to identify possible AP potential.
- Students will be able to relate certain skills and interests to careers and college majors.

Essential Questions:

How will the PSAT be beneficial to me?

How can the PSAT help me plan my future?

Big Ideas

This is the first time sophomores will be exposed to the PSAT/SAT/college entrance exam and the first time they will be tested.

Learning Activities

PART I

1. The school counselor will introduce the PSAT to sophomores (in individual English classes - October):
 - a. What is the PSAT?
 - b. Why take the test?
 - c. What does the test measure?
 - d. Scoring
 - e. Student score report
 - f. Test day guidelines
2. Students are given the opportunity to ask questions.

PART II

1. The school counselor returns to English classes (December) with individual student score reports.
2. The school counselor reviews a sample student score report with the class, breaking down the report and results (percentiles, skill areas, AP potential).
3. The counselor explains the process of utilizing My College QuickStart for PSAT/SAT preparation, personality inventories, AP potential, and connection to college majors.
4. Students receive their individual score reports and review. These score reports will be accessed again during course selection.
5. Students ask questions if necessary.

Authentic Performance Tasks and Assessments

PART I

- Students' level of understanding of the PSAT will be assessed through counselor questioning.

PART II

- Students' level of understanding of the PSAT and their score report will be assessed through counselor questioning.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: Junior Developmental School Counseling Lesson

Topic: Academic & Career Development

ASCA Standards:

ASCA:A2.1: Apply time management and task management skills

ASCA:A:B2.7: Identify post-secondary options consistent with interest, achievements, aptitudes and abilities

ASCA:C:A1.7: Understand the importance of planning

ASCA: PS:A2.7: Know that communication involves speaking, listening and non-verbal behavior

Concepts (Students need to know):

- Components of the college application Impact of online identify (ie: social media) in relation to college and employment opportunities
- Appropriate interview skills
- Factors to consider when selecting a post-secondary plan
- How to use Naviance during the post-secondary planning process

Skills (Students will be able to):

- Develop and understand appropriate interviewing skills
- Identify characteristics when looking for in a college
- Reflect on their progress and develop next steps in the planning process
- How to use Naviance in the college research and application processes
- Update their resume

Essential Questions:

- What goes through your mind when you think about college and career planning

Big Ideas

- Importance of Academic/Career Planning
- Understanding important components of post-secondary planning

Learning Activities

Powerpoint Presentation

- 1.) Initiation: Questions asked: "What goes through your mind when you think of college and career planning?" ; "Does the process seem overwhelming to you?"
- 2.) Family Fued style game: Things to consider when exploring post-secondary options
- 3.) Perspective Video from College Students – What to Consider

- 3.) Overview of the components of the College Application process
- 5.) Statistics of social media and online identity – how this impacts college and employment decisions
- 6.) Interviewing skills video – “The Do’s and Don’ts”
- 7.) Summary and self-reflection of student’s individual place in the process
- 8.) Utilizing Naviance as a tool for post-secondary planning (complete college search, update resume and/or complete game plan)
- 9) Closure: Students will complete an reflection survey assessing learning. Students will be informed of follow-up individual planning meeting.

Authentic Performance Tasks and Assessments

- 11th grade student success plan survey to reflect on lesson and assess learning

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 11

Topic: Individual Planning Meeting

ASCA Standards:

ASCA: A:A2 Acquire Skills for Improving Learning

ASCA: A:A3 Achieve School Success

ASCA: A:A3.1 Take responsibility for their actions

ASCA: A:B1.4 Seek information and support from faculty, staff, family and peers

ASCA: A:B2 Plan to Achieve Goals

ASCA: C:A1.6 Learn how to set goals

ASCA: C:A1.7 Understand the importance of planning

ASCA: C:B2 Identify Career Goals

ASCA: PS:A1 Acquire Self-knowledge

ASCA: PS:B1.9 Identify long- and short-term goals

Concepts (Students need to know):

- Students will know academic standing (gpa, rank, graduation requirements)
- Students will understand college search criteria
- Students will select senior year courses that align with graduation requirements and career interests
- Standardized testing requirements
- College Application timeline

Skills (Students will be able to):

- Evaluate current credits by reviewing their transcript and the PowerSchool graduation plan progress tracker.
- Utilize Naviance to continue post-secondary planning process
- Identify people to use for letters of recommendation
- Vocalize post-secondary plan
- Identify resources for support in pursuing their post-secondary plan

Essential Questions:

- What are plans for after high school?
- Where are you currently in the planning process and what do you need to move forward?

Big Ideas

- How is the student progressing with their individualized post-secondary plan?

Learning Activities

- Student (and parent) will collaborate with counselor about high school progress and post-secondary aspirations. Student will acquire knowledge to move forward with their post-secondary plan

Authentic Performance Tasks and Assessments

Completion of Individual Planning Meeting in Naviance

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: 12

Topic: Individual Planning Meeting

ASCA Standards:

ASCA: A:A2 Acquire Skills for Improving Learning

ASCA: A:A3 Achieve School Success

ASCA: A:A3.1 Take responsibility for their actions

ASCA: A:B1.4 Seek information and support from faculty, staff, family and peers

ASCA: A:B2 Plan to Achieve Goals

ASCA: C:A1.6 Learn how to set goals

ASCA: C:A1.7 Understand the importance of planning

ASCA: C:B2 Identify Career Goals

ASCA: PS:A1 Acquire Self-knowledge

ASCA: PS:B1.9 Identify long- and short-term goals

Concepts (Students need to know):

- Students will know academic standing (gpa, rank, graduation requirements)
- Students will understand college search criteria
- Senior year graduation requirements
- Standardized testing requirements
- College Application timeline

Skills (Students will be able to):

- Evaluate current credits by reviewing their transcript and the PowerSchool graduation plan progress tracker.
- Utilize Naviance to continue post-secondary planning process
- Identify people to use for letters of recommendation
- Vocalize post-secondary plan
- Identify resources to support them in pursuing their post-secondary plan

Essential Questions:

- What are plans for after high school?
- Where are you currently in the planning process and what do you need to move forward?

Big Ideas

- How is the student progressing with their individualized post-secondary plan?

Learning Activities

- Student will collaborate with counselor about high school progress and post-secondary aspirations. Student will acquire knowledge to move forward with their post-secondary plan

Authentic Performance Tasks and Assessments

Completion of Individual Planning Meeting in Naviance.

SCHOOL COUNSELING LESSON PLAN

Subject: School Counseling

Grade/Course: Senior Developmental School Counseling Lesson

Topic: Academic & Career Development

ASCA Standards:

ASCA:A2.1: Apply time management and task management skills

ASCA:A:B2.7: Identify post-secondary options consistent with interest, achievements, aptitudes and abilities

ASCA:C:A1.7: Understand the importance of planning

ASCA: C:C1.3: Identify personal preferences and interests influencing career choice and success

ASCA: B1.12: Develop an action plan to set and achieve realistic goals

Concepts (Students need to know):

- The variety of post-secondary options available
- Components of the college application process
- Creating a comprehensive and balanced list of post secondary options
 - o (ie: colleges, military, technical schools, work options)
- How to use Naviance during the post-secondary planning process
- The importance of time management skills and meeting deadlines
- The connection between senior academics and future success
- Resources available to help with the post-secondary planning process

Skills (Students will be able to):

- Develop and apply resume writing skills
- Identify characteristics when looking for in a college
- Reflect on their progress and develop next steps in the planning process
- How to use Naviance in the college research and application processes
- Utilize appropriate resources related to their post-secondary goals

Essential Questions:

- Where are you at in your post-secondary plan?
- What steps do you need to reach your post-secondary goals?

Big Ideas

- Importance of Academic/Career Planning
- Understanding important components of post-secondary planning

Learning Activities*PowerPoint Presentation*

- 1.) Review of topics that will be discussed in the lesson
- 2.) Overview of college selection criteria and admission materials
- 3.) Discussion of creating a comprehensive and balanced list of post-secondary options
- 4.) Understanding the process of selecting letters of recommendation and requesting them in Naviance e-docs
- 5.) Review of important aspects of resume writing
- 6.) Tips of college essay writing
- 7.) Standardized test options (SAT, ACT, SAT subject test)
- 8.) Time management and meeting deadlines
- 9.) Utilizing Naviance as a tool for post-secondary planning
- 10.) Students work independently in Naviance to on individual post-secondary goals
- 11.) Students will complete a reflection survey assessing learning
- 12.) Students will be informed of an individual planning meeting

Authentic Performance Tasks and Assessments

- 12th grade student success plan survey to reflect on lesson and assess learning

ADVISORY 2013-2014

	Dates	Advisory Topic	Description & Brought To You By...
Love Life	August 28	Let Me Introduce Myself...	Schedules & T-shirts; Icebreakers & get-to-know-you games Mal & Armstrong
	August 29	Our BA Family	First Day impressions; What constitutes a "family?" In what ways is our school community its own family? How can we build a closer, stronger family? Ambruso
	August 30	Aspire	Short-term and long-term goal setting for the 2013-2014 school year Iacobellis & Armstrong
	September 13	What It Means to Be a Friend	What does it mean to be a friend? Kehoegreen
	September 27	The Butterfly Effect	The scientific theory that a single occurrence, no matter how small, can change the course of the universe Mal
Do Good	October 11	Community Outreach / Relay For Life?	Promote a culture of community outreach, donating time and money Levasseur, Hopkins, Maher
	October 25	Vote! It's What You Do	Why and how your vote counts; voter registration (2016 Meeting) Frickman
	November 8	Diversity Awareness	Race, gender, culture, religion, sexual orientation (2015 Meeting) Murphy/CT Youth Forum
	November 22	Random Acts of Kindness #RAK	Promoting #RAK at Bacon & the community KC & Juhl
	January 3	Lie, Cheat, & Steal: High School Ethics	Student survey? Officer Edwards? Counselor/Administrator?
Live Well	January 17	Substance Use/Abuse	Soph. UCSF Drug Course; discuss last year's survey Substance Abuse Committee
	February 14	CA\$H MONEY Management	Reality Check; how to save money, handle debit/credit cards Peterkin
	February 28	Your Digital Footprint: What's Your Digital Shoe Size?	The data trail left behind from your interactions on your cell phone, Facebook, Twitter, Tumblr, Vine (2015/2016 Meeting) Morrone
	March 14	Suicide	Guest Speaker? Suicide Prevention Price?
	March 28	Sexting	The social and legal implications Hewes?

ADVISORY 2013-2014

	Dates	Advisory Topic	Description & Brought To You By...
Dream On	April 11	A Year Gone By: “Aspire” Revisited	Revisit school year goals set in August Iacobellis & Armstrong
	April 25	Dream a Little Dream of Me	Heroes and role models English teacher? Veteran? Volunteer Firefighter, etc?
	May 9	Let’s Talk Senior Project	Dukette
	May 23	What’s Next?	Summer plans, preparing for next year, transitions Speakers/Visitors: High school & college grads
	June 6	That’s a Wrap: Closure	Closure & Evaluations: exit survey Mal & Armstrong
Notes:			

The Purpose and Goals of Advisory

The advisory program at Bacon Academy is designed to **promote meaningful relationships** between students and staff while also meeting the developmental and educational needs of students; “when students experience caring and connectedness at school they exhibit academic, social, and ethical benefits including greater enjoyment of learning, stronger motivation to act kindly toward others, and stronger feelings of social competence” (Breaking Ranks, NASSP, 1996). In other words, **kids want to do better – academically and socially – when they know someone cares**. Be that someone. Encourage others to be that someone.

BA’s Advisory Program emphasizes:

- **COMMUNITY:** Advisory is a place to personalize and individualize the Bacon Academy educational and social experience. The program fosters and enhances our school’s sense of family, community, unity, and interconnectedness
- **SKILLS:** Advisory is a place to support the development of life skills, social skills, relationship skills, conflict management, and communication skills, as well as many others.
- **ADVOCACY:** Advisory is a place to encourage and cultivate leadership and self-advocacy skills, as well as place for students to have another adult advocate in the school
- **INVIGORATION:** Advisory is a place to have fun, appreciate each other’s personalities and opinions, and to learn about group process and dynamics

The lessons and topics in Advisory also **emphasize Bacon Academy’s Five Core Values** of Respect, Responsibility, Achievement, Safety, and Compassion.

Roles and Responsibilities of the Advisor

- **Learn all of their names by heart;** use their pictures to learn their names before they even come to meet you for the first time; be able to recognize them in the hallway (and say hi!)
- **Get to know your students:** their strengths, flaws, talents, weaknesses, fears, their history
- **Listen** to your students: remember what they tell you – little details matter
- **Be an advocate,** a coach, a mentor, an active listener
- Encourage students to **participate** in the student life of Bacon Academy; get involved!
- Encourage students to **achieve** their academic potential; keep tabs on big assignments, their grades, ask how specific classes are going
- **Get answers** to students’ academic and extra-curricular questions
- **Foster an environment of trust,** honesty, and openness; play ice-breakers and games, remember the little things, cook for each other, don’t be afraid to self-disclose
- **Facilitate discussion** of relevant topics
- **Discuss current issues** in students’ lives
- Help students **problem-solve** current concerns or issues

- 123 • Help students **guide** other students through problems
- Be open to **communicate with parents**

How It Works

Advisory will meet **every other week** for 25 minutes between 2nd and 3rd block. Advisory periods to be used for class meetings, assemblies, etc. have already been designated (**see calendar**; some activities/dates may be subject to change).

None of this is possible without the **support** and **efforts** of ALL Bacon Academy staff. Students need to feel recognized and appreciated for **who they are**, not just what they can do. Treat your Advisory students as you would a family member; appreciate their personalities, find out what their strengths and talents are, what they're passionate about. Your group makes up a small family, and you have this family for four years. **Make it worthwhile** – for you and for them.

Proposed Budget

Item	Location	Number	Cost
Projector	BA	1	\$600.00
Projector	WJJMS	1	\$600.00
Ipads	BA	6	\$3,000.00
Ipads	WJJMS	3	\$1500.00
Literature college preparation	BA	Varied	\$500.00
Literature, social and emotional	WJJMS	varied	\$500.00
Professional Development	Naviance (both)		\$2,000.00
Printing costs	BA Pamphlets		\$1,000.00
Ipad connectors	both	9	\$261.00
Naviance SAT Prep	BA		\$1,500.00

Colchester Public Schools



School Counselor Rubrics 2013-14

CCT DOMAIN 2: Counseling Environment, Student Engagement and Commitment to Learning

Counselors promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students Attributes <ul style="list-style-type: none"> Rapport and positive interaction Respectful of student diversity 2.1	<ul style="list-style-type: none"> Demonstrating negative interactions or inappropriate interactions between counselor and students Demonstrating disrespect toward the diversity of students and their learning needs Counselor does not promote positive interactions among students 	<ul style="list-style-type: none"> Establishing rapport and positive interaction with some but not all students. Efforts are partially successful Establishing a learning environment that is respectful of students' cultural and developmental differences but does not reinforce respect for diversity among students 	<ul style="list-style-type: none"> Maintaining rapport and positive interactions with students and promoting expectations that they are respectful of one another Maintaining a learning environment that is respectful of students' cultural and developmental differences and reinforces expectations that students are respectful of one another's differences Promotes a culture of respectful communication between students and teachers. 	<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> Involving learners in promoting respectful and positive interactions Using and incorporating the diversity of students' differences to enrich learning opportunities A high degree of comfort and trust is evident in relationship between students and counselor

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
2.b. Promoting student engagement and shared responsibility for learning Attributes <ul style="list-style-type: none"> Student engagement Shared responsibility for learning process 2.2	<ul style="list-style-type: none"> Some students are consistently not engaged and few attempts are made to re-engage them Creating an environment in which students are reluctant to take intellectual risks or interact with counselor and other students 	<ul style="list-style-type: none"> Some students are not engaged and attempts are made to re-engage them Creating an environment in which students take some intellectual risks and/or interact positively with each other and school counselor 	<ul style="list-style-type: none"> Students are consistently engaged in learning Creating an environment in which students are willing to take intellectual risks and share responsibility for their own goals and progress 	<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> Encouraging students to question or challenge ideas presented by the counselor or other students

CCT DOMAIN 2: Counseling Environment, Student Engagement and Commitment to Learning

Counselors promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
2.c. Promoting appropriate standards of behavior Attributes <ul style="list-style-type: none"> Communicates and reinforces appropriate standards of behavior Promotes social competence and responsible behavior <p>2.3, 2.4</p>	<ul style="list-style-type: none"> Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning Providing ineffective instruction and/or opportunities for students to develop social skills and responsible behavior Has not established standards of conduct for students and makes no contribution to maintaining an environment of civility in school 	<ul style="list-style-type: none"> Communicating high standards of behavior but enforcement is inconsistent resulting in some interference in student learning Promoting social competence with some effectiveness in building students' capacity to self-regulate and take responsibility for their actions Counselor attempts, with limited success, to contribute to the level of civility in school 	<ul style="list-style-type: none"> Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building students' capacity to self-regulate and take responsibility for their actions Makes significant contribution to environment of civility in school 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently use proactive strategies and social skills and take responsibility for their actions Counselor has established clear standards of conduct and students take a leadership role in maintaining an environment of civility in school

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
2.d. Effectively managing routines and transitions Attributes <ul style="list-style-type: none"> Time spent on routines, transitions appropriate to the purpose and the needs of the students <p>2.5</p>	<ul style="list-style-type: none"> Loss of significant instructional time due to ineffective management of routines or transitions in classroom Routines are nonexistent or in disarray 	<ul style="list-style-type: none"> Losing some instructional time due to ineffective planning or management of routines or transitions in classroom Counselor has partially successful routines for the counseling center 	<ul style="list-style-type: none"> Maximizing instructional time in the classroom by establishing and effectively managing routines and transitions Routines for the counseling center work effectively 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently facilitate and engage in routines and transitions Routines for the counseling center or classroom are seamless and students assist in maintaining them

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>3.a. Planning of instructional school counseling is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> School counseling aligned with standards with coherent progression Determining students present level of knowledge and skills Differentiating based on students' learning needs <p>3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> Planning instruction that lacks alignment with counseling theory and techniques or lacks coherent sequence of knowledge, skills or concepts Using general counseling goals with limited attention to student assessment data to guide planning Differentiation is not based on student data 	<ul style="list-style-type: none"> Planning instruction in alignment with counseling theory and techniques, lacks coherent sequencing, or connections between knowledge, skills or concepts across lessons or units Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning Differentiation of school counseling is based primarily on data of group needs 	<ul style="list-style-type: none"> Planning instruction in alignment with counseling theory and techniques, that has a coherent progression, and connects and integrates knowledge, skills, concepts appropriate to the developmental level of the student. Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning Differentiation of school counseling is based on data of group and individual students' needs 	<p><i>In addition to the characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> Planning s coherent and serves to support students individually and in groups as well as the broader educational program. Engaging students in identifying their own learning needs to individualize the student's program.

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
3.b. Planning instructional strategies to actively engage students in the school counseling Attributes <ul style="list-style-type: none"> Strategies, tasks and questions Resources, technology and flexible groupings 3.5, 3.6, 3.8, 1.5	<ul style="list-style-type: none"> Selecting or designing instructional strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking Selecting or designing activities, and groupings that insufficiently support access to new learning and attainment of student success 	<ul style="list-style-type: none"> Selecting and designing instructional strategies, tasks and questions build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge Selecting or designing activities, technology and groupings to generally support access to new learning and attainment of student success 	<ul style="list-style-type: none"> Selecting and designing instructional strategies, tasks and questions that build to higher order knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the school 	<i>In addition to the characteristics of Accomplished:</i> <ul style="list-style-type: none"> Selecting and designing resources that extend learning opportunities beyond the counseling environment or school and provide for opportunities for real world, career and global connections

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
3.c. Selecting appropriate assessment strategies to monitor ongoing student progress Attributes <ul style="list-style-type: none"> Formative assessment for learning 3.4	<ul style="list-style-type: none"> Selecting or designing lesson-based assessments that insufficiently measure progress towards or attainment of counseling outcomes 	<ul style="list-style-type: none"> Selecting or designing lesson-based assessment strategies that at times do not measure progress towards or attainment of the counseling outcomes 	<ul style="list-style-type: none"> Selecting or designing lesson-based assessment strategies that are aligned with counseling goals Measure progress towards and contribute to attainment of the student success plan 	<i>In addition to the characteristics of Accomplished:</i> <ul style="list-style-type: none"> Selecting and designing performance-based assessments that enable students to generalize learning to new contexts and achieve their self-designed goals.

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>4.a. Implementing instructional school counseling for learning</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Instructional purpose aligned with standards • School counseling coherence within and across instruction <p>4.1, 1.6</p>	<ul style="list-style-type: none"> • Implementing instruction that lacks clarity of purpose, academic language and lacks alignment with school counseling standards. • Implementing instruction that lacks a coherent sequence and appropriate depth of knowledge skills or concepts • Counselor's program is independent of identified needs 	<ul style="list-style-type: none"> • Implementing instruction that lacks some clarity of purpose and academic language or has limited alignment with school counseling standards. • Implementing instructional standards of school counseling that at times lacks a coherent progression and appropriate depth of knowledge skills or concepts • Attempts to help students formulate academic, personal/social, and career plans are partially successful 	<ul style="list-style-type: none"> • Implementing instruction that has a clear purpose and academic language that aligns with school counseling standards, that students can articulate • Implementing instructional standards of school counseling that has a coherent progression and appropriate depth of knowledge, skills or concepts to advance learning • Counselor helps groups of students formulate academic personal/social and career plans 	<p><i>In addition to characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> • Students can explain how the learning is situated within a broader learning context/curriculum • Students take ownership of setting and achieving academic, personal/social, and career goals

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>4.b. Leading students to construct new learning through use of active learning strategies</p> <p>Attributes:</p> <ul style="list-style-type: none"> Strategies, tasks, questions, discourse and inquiry Resources, technology and groupings Level of challenge Varying counselor and student roles <p>4.2. 4.3, 4.4</p>	<ul style="list-style-type: none"> Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information Use of resources, technology and groupings insufficiently supports student engagement with the tasks and questions Using an inappropriate balance of support and challenge Varying of student and counselor roles provides some opportunities for students to work together to solve problems and develop independence Counselor has few techniques to help students acquire decision making skills Counselor adheres to program in spite of evidence of its inadequacy 	<ul style="list-style-type: none"> Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills Use of resources, technology and groupings supports student collaboration and engagement with tasks and questions Using a balance of support and challenge to help some students advance their learning Varying the student and counselor roles allows for opportunities for students to work together to solve problems and decide the direction their own learning Counselor has a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving Counselor makes changes when confronted with evidence of its inadequacy 	<ul style="list-style-type: none"> Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies Use of resources, technology and groupings supports student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways Using a balance of support and challenge to help students acquire skills in decision-making and problem-solving Varying the student and counselor roles provides multiple ways for students to direct their learning, solve problems, and build independence Counselor makes revisions in program when needed 	<p><i>In addition to characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence Promoting student ownership, self-direction and choice while students acquire skills in decision-making and problem-solving Providing many opportunities for interdisciplinary, real world, career or global connections Counselor has an extensive range of counseling techniques Counselor continually seeks ways to improve program and makes changes as needed in response to student, parent, and teacher input

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>4.c. Monitoring student learning, providing feedback to students and adjusting instruction</p> <p>Attributes</p> <ul style="list-style-type: none"> Monitoring student understanding during instruction Providing feedback Adjusting instruction <p>4.6, 4.7</p>	<ul style="list-style-type: none"> Monitoring focuses on task completion rather than student achievement of lesson purpose/objectives Feedback may be limited, frequently does not help students acquire skills in goal setting and problem solving, lacks specificity or is inaccurate Adjusting is frequently not based on effective monitoring of students achievement of counseling objectives 	<ul style="list-style-type: none"> Monitoring focuses on student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete Feedback may lack specificity but is accurate and helps some students improve their goal-setting and problem-solving Adjusting during and between lessons, emphasizes whole group achievement and focuses primarily on providing more time or re-teaching of the goal-setting process 	<ul style="list-style-type: none"> Monitoring focuses on progress of individuals and groups of students to evaluate the achievement of the lesson purpose/objective Feedback is accurate, specific and helps students advance their goal-setting and problem-solving skills Adjusting school counseling, strategies or assessments during and between lessons is targeted to group and individual needs 	<p><i>In addition to characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> Students independently monitor and self-assess or assess peers and help them to improve their goal-setting and problem-solving for both interactions with other students and future planning Feedback challenges students to extend their thinking

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
5.a. Formative and summative assessment for learning Attributes <ul style="list-style-type: none"> Formative and summative assessments aligned with curricular standards Connections between assessment results and the broader curricular standards 5.2	<ul style="list-style-type: none"> Using formative and summative assessments that are frequently misaligned between measurement of students' knowledge, skills and concepts in the broader curricular standards Insufficiently using assessment results in alignment with school counseling standards, to inform planning and instruction Counselor does not make connections with other programs in order to meet student needs 	<ul style="list-style-type: none"> Using formative and summative surveys and portfolio entries to measure students' cumulative knowledge, skills and concepts in the broader curricular standards Beginning to make connections between the assessment results in alignment with school counseling standards and the achievement of the broader curricular standards to inform planning and instruction Efforts to broker services with other programs in school are partially successful 	<ul style="list-style-type: none"> Using a variety of formative and summative surveys and portfolio entries to provide multiple measures of cumulative depth of knowledge, skills and concepts in the broader curricular standards Making connections between the assessment results in alignment with school counseling standards, and the achievement of the broader curricular standards to inform planning and instruction Brokers with other programs and agencies both within and beyond school to meet student needs 	<i>In addition to characteristics of Accomplished:</i> <ul style="list-style-type: none"> Modifying surveys and portfolio assignments to meet the needs of students and value the diversity of ways in which they learn Brokers with other programs and agencies beyond the district to meet student needs

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
5.b. Assessment criteria and feedback to improve student performance and responsibility for learning Attributes <ul style="list-style-type: none"> Assessment criteria Student use of assessment criteria Providing summative or cumulative feedback for learning 	<ul style="list-style-type: none"> Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to students Providing insufficient opportunities for students to use criteria to self-assess work and assume responsibility for own learning Providing feedback on summative and cumulative progress that is not individualized or descriptive 	<ul style="list-style-type: none"> Developing and using academic and behavioral assessment criteria that are generally clear, descriptive, aligned with school counseling outcomes but may not be communicated to students prior to assignments and assessments Providing some opportunities for students to use criteria to self-assess and assume responsibility for their goal setting and planning Feedback is general 	<ul style="list-style-type: none"> Developing and using academic and behavioral assessment criteria that are consistently clear, descriptive, aligned with learning outcomes and communicated to students prior to assignments and assessments Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for goal setting and planning Providing individualized and descriptive feedback that guides 	<i>In addition to the characteristics of Accomplished:</i> <ul style="list-style-type: none"> Involves students in developing goal setting criteria Students provide rationale for self-assessment results Students analyze their own results and progress toward achieving school counseling goals Conducts detailed and individualized assessments of

5.5	<ul style="list-style-type: none"> Does not access student needs or assessments result in inaccurate conclusions 	<ul style="list-style-type: none"> Assessment of student needs are perfunctory 	<p>students towards school counseling goals</p> <ul style="list-style-type: none"> Knows the range of student needs in the school 	<p>student needs to contribute to program planning</p>
-----	---	---	--	--

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>5.c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> Comprehensive data to understand student achievement at a particular point in time and over time Collaborate to analyze, interpret data/results and <p>5.3, 5.4, 5.6</p>	<ul style="list-style-type: none"> Insufficiently collecting student academic or behavioral data/results to develop an understanding of students' progress Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and provide academic or behavioral guidance to students 	<ul style="list-style-type: none"> Collecting some student academic, behavioral, social emotional, or other data/results to develop an understanding of students' progress Communicating and collaborating with department colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction is predominantly through organized structures or processes and not as needs arise 	<ul style="list-style-type: none"> Collecting comprehensive student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress Communicating and collaborating with colleagues throughout the school on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust academic or behavioral guidance for students 	<p><i>In addition to characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> Communicates and collaborates with district and local colleagues to review, analyze, and interpret data for the benefit of students

CCT DOMAIN 6: Professional Responsibilities and Counselor Leadership

Counselors maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>6.a. Engaging in continuous professional growth to impact instruction and student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Reflection, self-evaluation to identify professional learning needs • Response to feedback • Seeking learning opportunities to enhance skills and student learning <p>6.1, 6.2</p>	<ul style="list-style-type: none"> • Self-evaluation or reflection is insufficient for identifying professional learning needs to enhance knowledge and skills • Responds negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participation in professional learning is limited to attendance at required professional learning opportunities or does not participate even when activities are needed for counseling skills development 	<ul style="list-style-type: none"> • Self-evaluating and identifying professional learning needs but lacking depth of analysis • Does not cite specific examples making only global suggestions for improvement • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but to initiating few opportunities to strengthen skills and student learning or apply new learning to practice 	<ul style="list-style-type: none"> • Self-evaluating and identifying professional learning needs, to improve practice and analyzing the impact on student learning • Provides objective description of practice and cites specific positive and negative characteristics • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning by actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning, and apply new learning to practice • Makes specific suggestions on how program might be improved 	<p><i>In addition to the characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> • Actively pursues PD opportunities • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs • Reflection is highly accurate and perceptive, citing specific examples there were not fully successful, at least for some students • Suggests alternative strategies

INDICATORS	Not Demonstrated	Beginning	Accomplished	Distinguished
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> Contributing to school improvement processes Collaborating with colleagues and administrators <p>6.4,</p>	<ul style="list-style-type: none"> Participating with colleagues but minimally contributing to school improvement initiatives Relationships with colleagues are negative or self serving Collaborating with colleagues in limited ways or when required to plan and engage in professional learning Avoids being involved in school and district events and projects 	<ul style="list-style-type: none"> Participating on school or district committees and in activities as required and beginning to engage in implementation of the school improvement initiatives and events Collaborating with colleagues and administrators to engage in professional learning that is team-based, job-embedded, sustained over time, and aligned with school counseling standards Relationships with colleagues are cordial 	<ul style="list-style-type: none"> Participating proactively with colleagues and administrators to develop and implement school or district improvement initiatives and participating in school and district events Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time, and aligned with school counseling standards Maintains positive and productive relationships with colleagues while collaborating 	<p><i>In addition to characteristics of Accomplished:</i></p> <ul style="list-style-type: none"> Leading and facilitating colleagues in efforts to develop school and district improvement initiatives Facilitating or coaching others in professional learning to improve practice and provides constructive feedback Makes a substantial contribution to school and district events

CCT DOMAIN 6: Professional Responsibilities and Counselor Leadership

Counselors maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Beginning	Accomplished	Distinguished
<p>6.c. Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> Collaborates with colleagues and families to sustain positive school climate Communication with families Culturally respectful communication with families and students <p>6.3, 6.6</p>	<ul style="list-style-type: none"> Collaborating with colleagues to develop a positive school climate and reach out to parents is insufficient or interactions demonstrate bias and/or negativity Communicating with families about student progress is primarily through required reports and conferences or provides no information Communicating with students and families sometimes lacks respect for cultural differences Reports, records and documentation are missing, late, or inaccurate 	<ul style="list-style-type: none"> Collaborating with colleagues to engage students and families in efforts to develop and sustain a positive school climate Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships Provides limited but accurate information to parents Communicating with students and families in a generally culturally respectful manner Records are generally accurate but occasionally late 	<ul style="list-style-type: none"> Collaborating with colleagues proactively to engage students and families to develop and sustain a positive school climate Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success Communicating with students and families in a consistently culturally respectful manner Records are accurate and submitted in a timely manner 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> Leading efforts within and outside the school to improve and strengthen the school climate Proactive in developing unique strategies or digital and technological resources to communicate frequently with families and students Seeking input from families and communities to support student growth and development Record keeping is highly systematic and efficient
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> Counselor behavior is consistent with Connecticut's <i>Code of Professional Responsibility for Educators</i> <p>6.9, 6.11</p>	<div> <input type="checkbox"/> Counselor actions are consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. High standards of honesty, integrity, and confidentiality. </div> <div> <input type="checkbox"/> Counselor actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. Violates principles of confidentiality. </div>			

ISTE Standards Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

Standards•S © 2007 International Society for Technology in Education.

ISTE® is a registered trademark of the International Society for Technology in Education.

If you would like to reproduce this material, please contact permissions@iste.org.

