



School Counseling Program Mission Statement


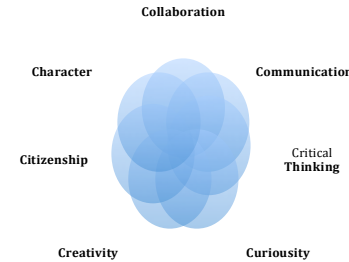
The Counseling Department strives to support students in achieving success while promoting the American School Counselor Association next generation research based standards that impact student achievement and academic performance. Mindsets and behaviors that play significant roles in student success fall into three categories: Academic Development, Career Development, and Social and Emotional Development. Moreover, the State of Connecticut and the School Counseling Mission further highlight supporting student success via individual planning and course articulation, fostering civic responsibility, and promoting college and career readiness. All of the services, activities, and accomplishments below are in keeping with these beliefs and this mission.

School Counseling Program Goals

The school counseling program will focus on achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Overview

A comprehensive proactive and preventative curriculum; starting with our youngest students, School Counselors will assist in character education; fostering civic responsibility and kindness, bullying awareness and assist students in skill development in becoming productive and well-adjusted. Counselors will have multiple touch points with 100% of students including individual check-ins, classroom lessons, and systematic review of all student progress and establish an intervention protocol in the Counseling Dept. This will also allow for true vertical transition in terms of expanding services and supports for students as they move and grow from PK-12 in Region 14 schools.

| Content Area | School Counseling | Grade Level: 9 |
|---|--|----------------|
| 9th Grade Curriculum  | R14 The Seven Cs of Learning  | |
| Unit Titles | Length of Unit/Delivery Timeframe | |
| <ul style="list-style-type: none"> Transitions: (Freshmen Meet and Greet) | <ul style="list-style-type: none"> Fall | |
| <ul style="list-style-type: none"> Academic Success: (Freshman Seminar) | <ul style="list-style-type: none"> Fall | |
| <ul style="list-style-type: none"> Long Term and Short Term Goals: (Individual Planning) | <ul style="list-style-type: none"> Winter/Spring | |
| <ul style="list-style-type: none"> Academic/Career Development: (i.e. Naviance/Khan Academy/College Board) | <ul style="list-style-type: none"> Spring | |



| Strands | Course Level Expectations |
|------------------|--|
| Academic | <ul style="list-style-type: none">Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn |
| Career | <ul style="list-style-type: none">Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work/career and from job to job across the lifespan. |
| Social/Emotional | <ul style="list-style-type: none">Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. Standards guiding social responsibility/community service |

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| Unit Title | Transitions and adapting to changing situations: (Freshman Meet and Greet) | Length of Unit: | Fall |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How do you find support in high school? Can you identify steps to obtaining support? • How do you determine progress in your classes? • How do you join clubs and sports and/or get involved in your school community? |
| Standards* | A3.9-10.1-10.2 |
| Concepts/Unit Strands | <ul style="list-style-type: none"> • Knowledge of supports/how to access help • Clubs/activities/sports • Common issues with transition to high school |
| Key Vocabulary | Self-advocacy, Powerschool, Extracurricular activities |

Standards are found at American School Counselor Association National Standards for Students.

Read more here: http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf

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| Unit Title | Transitions and adapting to changing situations: (Freshman Meet and Greet) | Length of Unit | Fall |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • Ways on how to access support and develop strategies for maximizing ability to learn • Strategies on how to become a participating member of one's school community | <ul style="list-style-type: none"> • Demonstrate the ability to assume responsibility (ask the appropriate person for assistance when needed) • Develop coping and problem solving skills (will know how to access after school programming) • Develop positive relationships and a sense of belonging in school environment (joining a club etc...) |

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| Assessments: | Interview |
| Teacher Resources: | Powerschool, High school website (list of activities) |

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| Unit Title | Freshman Seminar | Length of Unit | 1-2 Days |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • What does it take to be successful in high school? How do you access help? • Can you identify the relationship between high school coursework and performance and what you will do after high school? |
| Standards | A39-10.3-10.4 |
| Concepts/Unit Strands | <ul style="list-style-type: none"> • Earning credit (Managing transitions) • GPA (weighted vs. unweighted) • Impact of grades on college admission • Transcript • Standardized Testing • Making connections with teachers |
| Key Vocabulary | Credits, GPA, Transcript, Rank, Decile, PSAT/SAT/ACT, Strength of Schedule/Rigor |

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|-------------------|-------------------------|-----------------------|----------|
| Unit Title | Freshman Seminar | Length of Unit | 1-2 days |
|-------------------|-------------------------|-----------------------|----------|

| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • How credit is earned • Attendance policy • What GPA is and how it is calculated • What decile rank is • What colleges are looking for in applicants • When to participate in standardized testing • Traits of successful students | <ul style="list-style-type: none"> • Demonstrate ability to assume responsibility and self direction to learning . Gather evidence to make informed decisions. • Describe school policies related to earning credit (passing grades/attendance) • Identify elements of a transcript • Utilize post-secondary planning options and steps needed • Expalin the traits of successful students and their progress |

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| Assessments: | Formative assessment |
| Teacher Resources: | Powerpoint, Freshmen scenarios, blank transcript |

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|-------------------|---|-----------------------|---------|
| Unit Title | Freshman Individual Planning Session | Length of Unit | Ongoing |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • What are your long and short terms goals? • Can you navigate your first year of high school academically and socially? • Do you know what courses you need to take in order to graduate? |
| Unit Strands & Standards | C5.9-10.1-10.7 |
| Concepts | <ul style="list-style-type: none"> • Access of supports • Involvement in clubs/sports/activities • Review of grades • Course selections-map-out four year plan • Graduation requirements |
| Key Vocabulary | Post-secondary, transcript, supports, extra curricular activities, credits, strength of program/rigor |

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|-------------------|-------------------------------------|-----------------------|---------|
| Unit Title | Freshman Individual Planning | Length of Unit | ongoing |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • Knowledge of supports/how to access help • Clubs/activities/sports available • Grading and attendance policy • Graduation requirements • Self identification/assessment of abilities/course level | <ul style="list-style-type: none"> • Demonstrate the application of advocacy skills and ability to overcome barriers to learning. • Identify activities they joined and assess their criteria for success • Understand and be able to explain to others the credits earned and credits necessary for graduation |

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| Assessments: | Performance task- Graduation plan worksheet. Successful course registration. |
| Teacher Resources: | Powerschool, graduation plan worksheet |

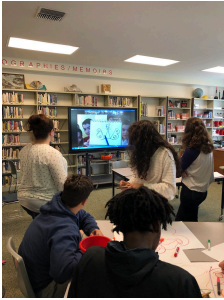
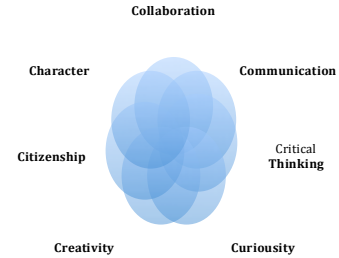
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| Unit Title | Naviance/Khan/College Board Lesson | Length of Unit | Ongoing |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • Do you know how to research post-secondary options? • Can you identify your academic/career or social/emotional goals? |
| Standards | A3 9-10.4-1 |
| Concepts/Strands | <ul style="list-style-type: none"> • Naviance-what is it and how to use it • Khan Academy and College Board-how to use and connect • Goal setting |
| Key Vocabulary | Post-secondary, Naviance, Khan Academy, College Board, Standardized Testing |

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|-------------------|---|-----------------------|---------|
| Unit Title | Naviance/Khan Academy, College Board | Length of Unit | Ongoing |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • Importance of Naviance in post-secondary planning and research • Strategies on how to set a personal goal • Resources available for individualized standardized test prep | <ul style="list-style-type: none"> • Create Naviance account and explain its relevance • Set an academic/career or social/emotional goal • Assess progress towards personal goals • Create Khan Academy/College Board accounts and link them together to develop learning resources inside and outside school • Identify and use tools available to aid in post-secondary transition |

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| Assessments: | Performance tasks- Naviance and Khan Academy |
| Teacher Resources: | Naviance, Khan Academy, College Board |

| Content Area | School Counseling | Grade Level: 10 |
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| <p>10th Grade Curriculum</p>  | <p>R14 The Seven Cs of Learning</p>  | |
| Unit Titles | Length of Unit/Delivery Timeframe | |
| <ul style="list-style-type: none"> Self exploration/personal interests :Sophomore Career Planning | <ul style="list-style-type: none"> Spring | |
| <ul style="list-style-type: none"> Long term goals: Individual Planning | <ul style="list-style-type: none"> Ongoing throughout Spring | |



| Strands | Course Level Expectations |
|-------------------------|---|
| Academic | <ul style="list-style-type: none"> Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn |
| Career | <ul style="list-style-type: none"> Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan. |
| Social/Emotional | <ul style="list-style-type: none"> Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. Standards guiding social responsibility/community service. |

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| Unit Title | Sophomore Career Planning (Academic and Career Development) | Length of Unit | ongoing |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • Can you identify careers that are a match to your personality and interests? • What steps are necessary to achieve your long term goals? • What are the required elements of post-secondary admission? |
| Standards | C49-10.1- 10.8 |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Naviance • Matching careers to personality characteristics • Naviance-Career Interest Inventory-matching careers to your interests • Thoughtful planning and course selection that relates to long term goals |
| Key Vocabulary | Post-secondary, Naviance, Career Interest Inventories, Course Selection |

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| Unit Title | Sophomore Career Planning | Length of Unit | Ongoing |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • How to access inventories through Naviance • Strategies and resources on how to interpret inventory results and relate them to careers • Course selection should be based on career goals | <ul style="list-style-type: none"> • Complete two career inventories • Research career results based on inventories and be able to explain in depth understandings of careers and requirements • Research courses available at NHS that align with short term and long term career goals |

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| Assessments: | Performance task related to career planning development |
| Teacher Resources: | Naviance, Powerpoint |


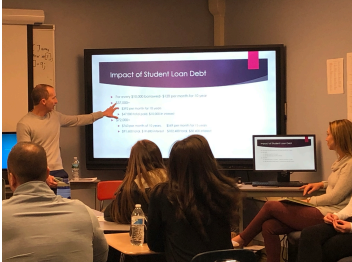
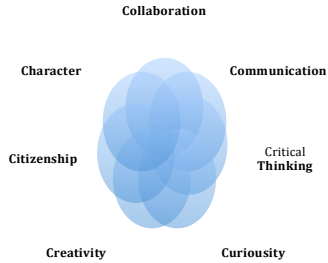
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| Unit Title | Sophomore Individual Planning (Academic and career Development) | Length of Unit | ongoing |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • Can you assess your second year of high school academically and socially? • What are your long and short terms goals now - have they changed? • What have you improved upon, what would you like to work on? • Do you know what courses you need in order to graduate? |
| Standards | C49-10.1- 10.8 |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Involvement in clubs/sports/activities • Review of grades • Course selections-map out four year plan • Career planning (Naviance) • Graduation requirements |
| Key Vocabulary | Post-secondary, extra curricular activities, credits, strength of program/rigor |

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| Unit Title | Soph. Academic/Career Development | Length of Unit | ongoing |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • Knowledge of supports/how to access help • Clubs/activities/sports available • Grading and attendance policy • Graduation requirements • Self identification/assessment of abilities/course level | <ul style="list-style-type: none"> • Demonstrate and employ advocacy skills and the ability to overcome barriers to learning and gather evidence to make informed decisions to learning. • Identify activities they joined and explain their rationale and value for partaking in such activiteis • Understand and explain credits earned and credits necessary for graduation • Articulate academic goals (rigor) and progress towards success |

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| Assessments: | Performance tasks -Graduation plan worksheet. Successful course registration. |
| Teacher Resources: | Powerschool, graduation plan worksheet |

| Content Area | School Counseling | Grade Level: 11 |
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| <p>11th Grade Curriculum</p> <div data-bbox="174 540 518 800">  </div> <div data-bbox="560 540 909 800">  </div> | <p>R14 The Seven Cs of Learning</p>  | |
| Unit Titles | Length of Unit/Delivery Timeframe | |
| <ul style="list-style-type: none"> Self exploration/personal interests :Junior Workshop- College and Career Planning | <ul style="list-style-type: none"> Winter | |
| <ul style="list-style-type: none"> Long term goals: Individual Planning | <ul style="list-style-type: none"> Ongoing throughout Winter and Fall | |



| Strands | Course Level Expectations |
|-------------------------|---|
| Academic | <ul style="list-style-type: none"> Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn |
| Career | <ul style="list-style-type: none"> Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan. |
| Social/Emotional | <ul style="list-style-type: none"> Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. Standards guiding social responsibility/community service |

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| Unit Title | Post-Secondary Planning-Junior Workshop | Length of Unit | 2 days/ Winter |
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| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • Can you identify appropriate post-secondary options and the additional steps necessary to obtain your goal? • Does your four year course selection plan align with your post-secondary goals? • Can you identify the standardized tests/admission requirements for your program of interest? |
| Standards | A3.11-12.1-112-12.5 |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Naviance • College Search • Matching careers/courses/extracurricular activities with post-secondary goals • College application process and requirements • Obtaining letters of recommendation |
| Key Vocabulary | Post-secondary, Naviance, College Search, Standardized Testing, Resume, Common Application, letter of recommendation |

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| Unit Title | Post-Secondary Planning-Junior Workshop | Length of Unit | ongoing |
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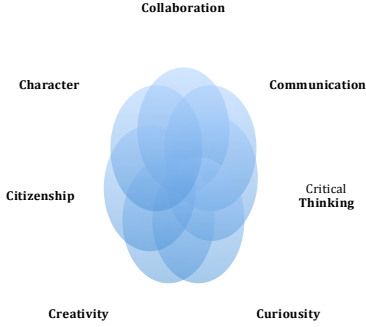
| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
|--|---|
| <ul style="list-style-type: none"> Strategies and resources on how to complete a college search based on interests/abilities through Naviance Resources and ways to find programs based on interest College admissions requirements How to prepare for testing A process for gaining letters of recommendations | <ul style="list-style-type: none"> Complete a college search on Naviance and create a list of potential schools Research and record admission requirements and deadlines Register for appropriate standardized tests Create a Common Application (Common App) account Ask teachers for and gather letters of recommendation and complete required process Visit potential post-secondary options/be familiar with CCRC offerings Access and utilize Khan Academy |

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| Assessments: | Performance Tasks-Naviance |
| Teacher Resources: | Naviance, Powerpoint Presentation, Common Application, College Board |

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| Unit Title | Junior Individual Planning | Length of Unit | Spring |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • Knowledge of supports/how to access help • Clubs/activities/sports • Grading and attendance policy • Graduation requirements • Self identification/assessment of abilities/course level • Ways to develop a list of post-secondary options • College admissions process/requirements | <ul style="list-style-type: none"> • Demonstrate and employ advocacy skills and ability to overcome barriers to learning and gather evidence to make informed decisions to learning. • Understand credits earned and credits necessary for graduation • Create a resume and prioritize elements of importance • Add college to list in Naviance • Identify requirements of schools they are interested in applying to • Create common application/begin process for completion |

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| Assessments: | Performance tasks- Naviance |
| Teacher Resources: | Powerschool, graduation plan worksheet, Naviance, common application |

| Content Area | School Counseling | Grade Level: 12 |
|---|--|-----------------|
| <p>12th Grade Curriculum</p>  | <p>R14 The Seven Cs of Learning</p>  | |
| Unit Titles | Length of Unit/Delivery Timeframe | |
| <ul style="list-style-type: none"> Self exploration/personal interests: Senior Seminar-College and Career Planning | <ul style="list-style-type: none"> Fall | |
| <ul style="list-style-type: none"> Long term goals: Individual Planning | <ul style="list-style-type: none"> Ongoing throughout Fall and Winter | |



| Strands | Course Level Expectations |
|------------------|---|
| Academic | <ul style="list-style-type: none">Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn |
| Career | <ul style="list-style-type: none">Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to post-secondary education and/or the world of work and from job to job across the life-span. |
| Social/Emotional | <ul style="list-style-type: none">Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.Standards guiding social responsibility/community service |

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| Unit Title | Everyone Leaves With a Plan- Senior Seminar/Individual Planning | Length of Unit | 2 day Fall |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • Can you identify/articulate your post-secondary plan? • Have you completed the requisite tasks to transition for your post-secondary goal/plan • What skills will contribute to my success after high school either in employment or college? | | |
| Standards | C5.11-12.1-12.8 | | |
| Unit Strands & Concepts | <ul style="list-style-type: none"> • Naviance • College Search • College Board/standardized testing • Matching careers/courses/extracurricular activities with post-secondary goals • College application process and requirements • Obtaining letters of recommendation • College Essay • Financial Aid/Scholarships | | |
| Key Vocabulary | Naviance, College Search, Standardized Testing, Resume, Common Application, letter of recommendation, FAFSA, scholarships | | |

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|-------------------|---|-----------------------|---------|
| Unit Title | Post-Secondary Planning-Senior Seminar/Individual Planning | Length of Unit | ongoing |
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| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
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| <ul style="list-style-type: none"> • How to complete a college search based on interests/abilities through Naviance • How to find programs based on interest • College admissions requirements • Process for letters of recommendations • How to complete a college application • Financial Aid/Scholarships | <ul style="list-style-type: none"> • Complete a college search on Naviance and create a list of potential schools (Identify 4 schools that meet your criteria) • Research admission requirements and deadlines • Register for appropriate standardized tests • Complete a college application • Ask teachers for letters of recommendation and complete required process • Visit potential post-secondary options • Leave high school with a well developed plan • Complete and submit FAFSA • Access and complete /submit scholarships • Synthesize information, finalize, develop and execute a well articulated post secondary plan. |

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| Assessments: | Performance |
| Teacher Resources: | Naviance, Powerpoint, Common Application, College Board, FAFSA |