



SCSW - Grade 9 - Navigating High School

Unit Focus

In this unit, students explore how to navigate a new learning environment: supports, structures, and opportunities as well as increased accountability and responsibility as high school students. Students will identify “bumps on the road” as they navigate their journey for counselors who then design and facilitate lessons based on key issues. Emphasis will be placed on self-reflection on strengths and areas for growth as well as developing resiliency and understanding of growth mindset. At the end of the year, students reflect on something they wished they knew or had to learn through experience.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 6-8 - Analyze possible alternatives when peer pressure is influencing a decision (S/E3.1) - Increase capacity to generate multiple alternatives before making decisions (S/E3.2) - Identify sources of information for decision making in school and in the community (S/E3.3) - Demonstrate how to evaluate options, make a choice, and develop a plan when faced with a problem (S/E3.4) CT Counseling: 9-10 - Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teacher, etc. (A1.4) - Demonstrate an understanding of graduation requirements (A1.6) - Review, revise and update academic, career, and personal goals (A1.8) - Demonstrate the ability to balance school, home, and extracurricular activities (A3.1) - Demonstrate an understanding of the value of lifelong learning (A3.3) - Pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice (C1.3)	<i>Students will be able to independently use their learning to...</i> T1 Apply techniques to regulate one’s thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings. T2 Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students identify personal likes and dislikes and allot time to pursue their interests. U2 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit. U3 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U4 People identify a variety of personal and professional values in order to create goals for immediate as well as future endeavors. U5 Students differentiate between situations requiring peer support and requiring adult professional help.	<i>Students will keep considering...</i> Q1 What are my unique strengths, weaknesses likes and dislikes? Q2 What control do I have over the path my life takes? Q3 Where can I help myself and others? Q4 How are short term goals used to achieve long term goals?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 where the support resources, such as school counselors, social workers, MYFS and college and career counselors can be found and how to access them.	<i>Students will be skilled at...</i> S1 creating a schedule that allows them to meet the requirements while balancing activities.

Stage 1: Desired Results - Key Understandings

- Identify steps that need to be taken over the next few years for transition from high school to postsecondary education/ training (C3.4)
- Create a career plan/goals by selecting a career pathway within a career cluster (C5.2)

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

K2 the requirements for graduation.

K3 strategies to manage the transition to high school such as balancing academics and extra curricular activities.

K4 that math lab, after school support, peer tutors, office hours, are resources available to students.

K5 how to contact teachers and support staff to get help when needed.

S2 reflecting on strengths and interests to explore and pursue future goals.

S3 how to develop realistic goals based on their interests and skill set

S4 accessing resources to support them achieve their goals, meet responsibilities, and find help as needed.

S5 seeing the connection between their social and academic interests and potential career paths.