



SCSW - Grade 10 - Trusted Peeps and Community Resources

Unit Focus

During this unit, students will be compelled to reflect on their well-being, progress toward future plans, and deepen their understanding of self. Students will reflect on and identify how they unwind, destress, or make sense of their stressors and learn strategies to manage their time and organization to decrease stress in their lives. They will examine whether their approach is helping them both with short-term and long-term impacts on well-being, performance, and relationships. Students will also continue learning about the support staff and faculty as they grow as advancing high school students. They will explore college and career plans, academic progress, and their social-emotional skills. Students will be asked to reflect on their year and deepen their understanding of the school community's role in their development as they consider the faculty and staff that supported them in their progress and write them a thank you note.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 9-10 <ul style="list-style-type: none">• Apply techniques for reducing stress and test anxiety (A1.5)• Review, revise and update academic, career, and personal goals (A1.8)• Demonstrate the skills of independent research and investigation (A2.1)• Connect future plans to goals and make informed program of studies choices (A2.4)• Demonstrate appropriate skills to locate, organize, understand, analyze and synthesize information from multiple digital sources (A4.1)• Demonstrate personal responsibly for researching postsecondary schools and careers (A4.4)• Understand the correlation between school success and the positive transition to community, postsecondary and career path (A5.3)• Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements (C1.1)• Research postsecondary academic requirements in relation to future career goals for the purpose of academic planning (C2.2)• Organize and prioritize academic courses based on 4-year academic plan and future career choice (C3.1)• 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)• Develop effective coping skills when dealing with difficult decisions (S/E3.1)	<i>Students will be able to independently use their learning to...</i> T1 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 Individuals can determine the degree of influence that others have on their own behaviors in order to anticipate negative or positive outcomes. U2 People monitor and identify warning signs of stress and intervene when strategies can mitigate. U3 Individuals select from a variety of strategies to use in order to reduce stress in applicable situations. U4 Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. U5 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit.	<i>Students will keep considering...</i> Q1 What is the main issue and who can help me to deal with it? Q2 How does my body alert me that I am feeling stressed (internal)? What are my personal triggers that cause stress (external)? Q3 What strategies can I use to help me in this moment? Q4 When do I feel that I operate at my best? Q5 How are short term goals used to achieve long term goals?

Stage 1: Desired Results - Key Understandings

- Develop skills to balance and manage life events, personal issues, and school success (S/ E4.3)
- Demonstrate an understanding of environmental, societal, and individual stressors (S/E4.4)

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 stress reducing activities such as art, hiking, spending time with friends and family, exercise, mindfulness, and listening to music can reduce stress and maintain a balanced, healthy lifestyle.

K2 how to identify triggers and implement coping strategies like deep-breathing and meditation.

K3 several resources available to them within and outside of the academic setting. These include social workers, psychologists, school counselors and Madison Youth and Family Services.

K4 online platforms for college and career exploration that support their short and long term goals.

Skill(s)

Students will be skilled at...

S1 recognizing emotions and unproductive behaviors and feelings.

S2 accessing support services to help manage negative symptoms.

S3 implementing strategies to minimize negative behaviors.

S4 accessing resources to investigate information for post-secondary planning.