SCSW - Grade 8 - Future Planning

Unit Focus

In this unit, students will reflect on education and life goals and will learn about alternative programs and high school programs that align with their goals. Students will look forward to their high school and post-secondary future by clarifying possible aspirations, skill sets, talents, and course areas of interest. Students participate in career day to network with experts and begin to plan possibilities for their next four years. Students will refine their executive functioning and organization skills to help them successfully navigate the demands of middle school and support a successful transition to high school. At the end of their Polson experience, they will reflect on the wisdom they have gained over the past three years. These "Words of Wisdom" will be compiled in a slideshow to share with other grades at the start of the following school year.

The school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements focused on inclusion, kindness, and reducing isolation. School-wide visual are posted year-round. Pride activities are offered to support connectedness, such as a school-wide student scavenger hunt to get to know people lunch table sentence starters, "Would you rather...," and icebreaker questions for students to use during lunches.

Stage 1: Desired Results - Key Understandings

Standard(s)

CT School Counseling Standards
CT Counseling: 6-8

- Examine the importance of lifelong learning and acquiring new skills (C3.4)
- Participate in a financial literacy/ cost of living lesson (C4.1)
- Create a weekly calendar of homework time, extracurricular activities & family events (C4.2)
- Understand the relationship between community service/ extracurricular activities and career goals (C4.3)
- Identify career clusters that they would want to pursue as part of their career plan (C5.2)
- Understand the transition to high school, participating in transition activities (C5.3)
- Identify positive ways to respond to negative comments and situations (S/E4.1)
- Identify self-care options for self and others when in need (S/E4.2)
- Understand the importance of taking care of our bodies and personal wellness (S/E4.3)
- Evaluate stress level and ability to utilize healthy coping skills (S/E4.4)

Healthy and Balanced Living Curriculum Framework
Health Education 6-8

Transfer

Students will be able to independently use their learning to...
T1 Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.
T2 Develop skills, knowledge, and concepts through practice and analysis of results.
T3 Contribute and respond to a digital world with a responsibility to identify merit and bias, identify perspectives, exhibit values, and employ safe and appropriate behavior.

Meaning

Understanding(s)

Students will understand that...
U1 Students identify personal likes and dislikes and allot time to pursue their interests.
U2 Individual actions can influence others thinking and actions.
U3 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit.
U4 People identify a variety of personal and professional values in order to create goals for immediate as well as future endeavors.

Essential Question(s)

Students will keep considering...
Q1 What control do I have over the path my life takes?
Q2 Do my actions and/or decisions have a negative or positive impact on my self or others?
Q3 How are short term goals used to achieve long term goals?

Stage 1: Desired Results - Key Understandings

- Recognizing stressors, their impact on mind and body, and effective coping strategies (MEH 1.5.8)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** how to access, navigate and appropriately use Google classroom, email, and Infinite Campus. Students will also be able to identify and implement strategies to be organized, to effectively manage their time and meet middle school academic, behavioral and social expectations. **K2** how to identify some of their strengths and areas of growth in relation to future goals. **K3** the career exploration process and identify career paths that interest them. **K4** Students will update their Student Success Plans for 8th grade and will create academic goals, personal/social goals, Polson community goals and career goals. **K5** the impact of their online presence and it's possible effects on their future.	*Students will be skilled at...* **S1** using decision making skills in order to choose appropriate options for their transition to high school **S2** applying decision making skills to appropriately navigate social media and will be aware of possible repercussions of inappropriate use. **S3** demonstrating the goal setting process and create specific and relevant goals to promote academic and social/personal success. **S4** using interview skills to successfully complete a mock interview **S5** using exploratory skills to identify careers of interest as well as related paths and educational options