



SCSW - Grade 11 - Future Planning

Unit Focus

In this unit, students reflect on their past to generate ideas, plans, and actions to guide their present and future decisions and develop a Junior Reflection to pursue their goals. Students will be expected to critically examine their past and current performance in support of their future plans and identify steps to help them create their Junior Reflection. In writing their Reflection, students will consider and synthesize their high school experiences to identify patterns in their behavior and interests that reveal their journey of successes, challenges, and learning as they pursue their future plans and work toward those goals.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 11-12 - Choose courses that match extra-curricular interests (A5.1) - Identify and access resources to pursue postsecondary goals (A5.2) - Research colleges and employment options available based on career choice (C2.1) - Review 4-year plan, career goals, and strategies and amend as necessary (C2.2) - Write a resume including skills, attributes, accomplishments, and awards (C2.3) - Identify resources to support decision-making about the transition from high school to their postsecondary plan (S/E3.3) Madison Public Schools Profile of a Graduate - Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)	<i>Students will be able to independently use their learning to...</i> T1 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems.	
	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 People develop an authentic drive to take risks and pursue personal goals based on the elements of choice, purpose, and self-fulfillment. U3 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 How are short term goals used to achieve long term goals? Q3 How do I monitor my progress towards a goal?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 resources and tools exist to help them develop their goals. K2 begin to develop self-concept with assistance from supports from school counselors.	<i>Students will be skilled at...</i> S1 how to evaluate options and make decisions. S2 having conversations with stakeholders about future planning.