SCSW - Grade 12 - Oh the Places You'll Go

Unit Focus

As students look forward to their future, counselors will be supporting them as they transition out of high school. The lessons in this unit will begin with reviewing prior goals and reassessing them to prepare for the year ahead. By focusing students' attention on their future plans and goals, counselors will set the stage for the next lessons, where they will receive advice and strategies to employ post-graduation. These topics will include maintaining an appropriate digital footprint, interview skills, professionalism, culturally-aware behaviors and interactions, social cues, and ways to navigate a variety of new situations. Social workers and Madison Youth and Family Services will reinforce coping strategies that students can employ during difficult and challenging situations. They will also reflect on the importance of self-regulation during stressful times and learn skills to maintain appropriate behaviors in trying situations.

Stage 1: Desired Results - Key Understandings

Standard(s)

CT School Counseling Standards
CT Counseling: 11-12

- Review, revise and update academic, career, and personal goals (A1.8)
- Apply strategies to fulfill education and career goals outlined in their student success plan (A2.4)
- Understand that change is a part of growth (A3.2)
- Work within diverse teams (A3.5)
- Actively seek, evaluate, and, when appropriate, incorporate feedback (A6.1)
- Review 4-year plan, career goals, and strategies and amend as necessary (C2.2)
- Complete college applications and/or job applications (C2.4)
- Develop interviewing skills, resume and cover letter writing, and how to follow up after an interview (C3.2)
- Plan a calendar of senior year events, including college/career material submission timeline (C4.2)
- Apply effective communication skills in conflict situations and when experiencing negative emotions (S/E1.2)
- Demonstrate skills to effectively express and listen to diverse opinions, habits of mind, and beliefs in a group (S/E2.2)
- Accept and appreciate individual differences in ethnicity, culture, race, religion, and lifestyle (S/ E2.3)

Transfer

Students will be able to independently use their learning to...
T1 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.
T2 Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings.
T3 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems.

Meaning

Understanding(s)

Students will understand that...
U1 People identify a variety of personal and professional values in order to create goals for immediate as well as future endeavors.
U2 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared.
U3 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior.
U4 Every action has a reaction that impacts the way other people form opinions about an individual.
U5 Individuals select from a variety of strategies to use in order to reduce stress in applicable situations.

Essential Question(s)

Students will keep considering...
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 What behaviors should I employ in my current situation?
Q4 How do we continue to work together even when we disagree?
Q5 What strategies can I use to help me in this moment?
Q6 Do my actions and/or decisions have a negative or positive impact on my self or others?

Stage 1: Desired Results - Key Understandings

- Reflect on personal decisions made and evaluate the success of the decision-making process for that situation (S/E3.4)
- Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments (S/E4.3)
- Identify ways to manage multiple stressors as they transition to postsecondary education and/ or work (S/E4.4)
- Prepare to take charge of their own mental health as they transition to postsecondary education and/or work (S/E4.5)
- Demonstrate self-control in the classroom, school, and community (S/E5.1)
- Understand how their digital identity can impact their life outside of the digital world (S/E6.1)

Madison Public Schools Profile of a Graduate

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

U6 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.
U7 Students critically analyze the impact of social media and technology on their decisions.

Q7 How do I communicate effectively and appropriately using electronics?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 planning and goal setting are important to maintaining momentum toward their future.
K2 that post-graduation will bring a new set of challenges, expectations, and experiences. Being able to assess situations and emotions will be crucial to maintaining appropriate behaviors as an adult.
K3 a variety of stress-reducing strategies that they can use when they feel overwhelmed.
K4 being an adult requires self-control, the ability to recognize the rights and diversity of others, and respond respectfully and appropriately.
K5 people use social cues to learn about others and presenting yourself in a manner that is respectful and respectful is important to their success.
K6 their digital footprint is a representation of a person and can be accessed by many people who can provide or remove opportunities.
K7 self-regulating skills include mindfulness techniques and coping skills such as journaling, breathing, coloring, sensory exercises grounding techniques, visualizations, etc.

Skill(s)

Students will be skilled at...
S1 making a plan to achieve a goal and reflecting on progress toward that goal.
S2 adjusting appropriately to new situations by using self-regulating skills and respectful and professional social cues.
S3 assessing their digital footprint to determine if their social media use is responsible, respectful, and appropriate and taking steps to modify it as needed.
S4 recognizing the rights, opinions, and cultures of others and acting respectfully and appropriately to the thoughts, ideas, and beliefs of others.