GEVSD
SCHOOL COUNSELING
CAREER CURRICULUM
GRADES 6-12

Granville Exempted Village School District

Last updated October 2016

GEVSD School Counseling Career Curriculum

Sixth Grade

August-May:

Individual Counseling: Respond to specific academic and future planning concerns as needed (intervention, at-risk, scheduling, including Response to Intervention meetings, etc.).

Citizenship: Student guidance and student recognition toward ACE Behavior- **A**ttitude, **C**hoices**,** and **E**ffort

Essential Tuesday: Present Artist-in-the-School program highlighting careers in the arts.

MIC Mentorship: Student and MIC meet on an as-needed basis.

Organization Station: Individual and small group support with organization and planning.

Small Groups: Small group opportunities offering social and life skill support.

Peer Tutoring: Recommended and volunteer students tutor identified 4^{th}-6^{th} grade students with organization, planning, and math facts.

Student Success Skills: Implement lessons encompassing skills necessary for setting reasonable goals, implementing steps toward achieving goals, taking responsible risks, and re-evaluating the plan for success.

August—May (con't):

Student Success Plans: Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually.

S.M.A.R.T. Goals: Create **S**pecific **M**easurable **A**ttainable **A**ction-Oriented **R**ealistic **T**imely (**S.M.A.R.T.**) goals particularly with those students on Student Success Plans.

September:

My Inside Connection (MIC): Students identify a staff member they are connected to and write a letter to that GIS adult mentor

January:

Career Exploration through *OhioMeansJobs*: Register students on OhioMeansJobs and have them take Career Cluster Inventory.

May

Transition meeting: School counselors from the intermediate school and middle school meet to discuss the transition and academic planning of sixth grade students to seventh grade with particular attention to students on Student Success Plans.

GEVSD School Counseling Career Curriculum

Seventh Grade

August:	**August-June (con't):**
Personality & Learning Styles Inventory: GMS orientation will include personality and learning style inventories for students to identify how they best learn within the classroom. **Welcome from Administration and School Counselors:** Introductions and emphasis on the middle school experience as skill building for high school and future success. **August-June:** **Ruling Our eXperiences (ROX):** Academic and career development and leadership for females in a small-group setting **IEP and 504 Plan Meetings:** Participate in discussion and planning for students' academic and career goals. **Student Success Plans:** Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually.	**S.M.A.R.T. Goals:** Create **S**pecific **M**easurable **A**ttainable **A**ction-Oriented **R**ealistic **T**imely (**S.M.A.R.T.**) goals particularly with those students on Student Success Plans. **Individual Counseling:** Respond to specific academic and future planning concerns as needed (intervention, at-risk, scheduling, etc.). **March:** **Scheduling for the next academic year:** Visit classrooms to review scheduling options. Highlight the importance of balancing strong academics with areas of interest. Note the career interest section on the scheduling form. Focus is on how each year builds toward post-secondary goals and plans.

GEVSD School Counseling Career Curriculum

Eighth Grade

August:

Welcome from Administration and School Counselors: Introductions and emphasis on the middle school experience as skill building for high school and future success.

October:

Interest and Career Exploration through *OhioMeansJobs*: Online survey to probe insight into hobbies, activities, and skills students prefer as it relates to potential career options.

Budget Calculator tool in *OhioMeansJobs:* Budgeting and lifestyle activities to increase awareness of life expenses as it relates to career choice and income.

8th grade trip to C-TEC: Exploration of personality, learning styles, career trends and options in Licking County and Ohio.

August-June:

Ruling Our eXperiences (ROX): Academic and career development and leadership.

IEP and 504 Plan Meetings: Participate in discussion and planning for students' academic and career goals.

IEP and 504 Plan Meetings: Participate in discussion and planning for students' academic and career goals.

August-June (con't):

Student Success Plans: Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually.

Individual Counseling: Respond to specific academic and future planning concerns as needed (intervention, at-risk, scheduling, etc.).

February:

Scheduling for the next academic year: Visit classrooms to review scheduling options. Highlight the importance of balancing strong academics with areas of interest. Note the career interest section on the scheduling form. Focus is on how each year builds toward post-secondary goals and plans, including **advising on pathways to earn a high school diploma**

May:

Transition meeting: School counselors from the middle school and high school meet to discuss the transition and academic planning of eighth grade students to ninth grade with particular attention to students on Student Success Plans.

GEVSD School Counseling Career Curriculum

Ninth Grade

August: **Welcome from Administration and School Counselors:** Introductions and emphasis on a strong freshman year in Freshmen Orientation, Freshmen Parent Orientation and in the classroom. Explanation of GPA calculation, transcripts, course rigor, college, and career connection will be provided. **August - June:** **Individual Counseling:** Respond to specific academic and career interest concerns as needed (scheduling, summer programs, etc.). Revisit Four-Year Academic Plans and post-secondary options. **IEP and 504 Plan Meetings:** Participate in discussion and planning for students' academic and career goals. **Student Success Plans:** Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually. **S.M.A.R.T. Goals:** Create **S**pecific **M**easurable **A**ttainable **A**ction-Oriented **R**ealistic **T**imely (**S.M.A.R.T.**) goals particularly with those students on Student Success Plans. **Records:** Review transcripts, ensure credits are adequate and on track for graduation and in line with career goals.	**November:** **Career Exploration through Career Clusters Inventory in Ohio Means Jobs:** Students register and login to their Ohio Means Jobs account and complete a career assessment to help students target areas of interest as they continue to explore careers. **February:** **Scheduling for the next academic year:** Visit classrooms to review scheduling options. Highlight the importance of balancing strong academics with areas of interest. Focus is on how each year builds toward a final transcript and prepares student for post-high school and career planning. Note career interest section on scheduling form. **April – November:** **Four Year Academic Plan:** Meet individually with every incoming ninth grade student and their parent to tentatively plan coursework for four years of high school. Includes discussion about career interests/aspirations with reference to the ODE Career Pathways, post-secondary plans, Honors Diploma, and Global Scholars Diploma.

GEVSD School Counseling Career Curriculum

Tenth Grade

August:

Welcome from Administration and School Counselors: Encourage students to continue to do well academically, explore careers and potential interests through academic courses, independent study, credit flex, C-TEC or College Credit Plus. Reiterate the importance of taking the PSAT to determine college and career readiness.

August - June:

Individual Counseling: Respond to specific academic and career interest concerns as needed (scheduling, summer programs, etc.). Revisit Four-Year Academic Plans and post-secondary options.

IEP and 504 Plan Meetings: Participate in discussion and planning for students' academic and career goals.

Student Success Plans: Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually.

S.M.A.R.T. Goals: Create **S**pecific **M**easurable **A**ttainable **A**ction-Oriented **R**ealistic **T**imely (**S.M.A.R.T.**) goals particularly with those students on Student Success Plans.

Records: Review transcripts, ensure credits are adequate and on track for graduation and in line with career goals.

October:

C-TEC of Licking County Presentation: All sophomores attend an information session about C-TEC programs. Students select two programs that they want to explore on Sophomore Hands-On Day.

November:

Sophomore Hands-On Day: All sophomores visit C-TEC to explores programs of interest. They learn about potential career fields and possible college credit they can earn in the program.

January:

PSAT Results: Interpret PSAT score results for students, show how they are rated for college and career readiness, review strategies for improvement, and discuss further career exploration.

***Naviance* Strengths Explorer and College Majors Research:** Students identify their top three strengths and explore careers related to their strengths. Students relate strengths and career interests with college majors. Students review courses required for college majors to help determine interest and course selection.

February:

Scheduling for the next academic year: Visit classrooms to review scheduling options. Highlight the importance of balancing strong academics with areas of interest. Focus is on how each year builds toward a final transcript and prepares students for post-high school and career planning. Note the career interest section on scheduling form.

GEVSD School Counseling Career Curriculum

Eleventh Grade

August:

Welcome from Administration and School Counselors: Encourage students to continue to do well academically, explore careers and potential interests through academic courses, independent study, credit flex, C-TEC or College Credit Plus. Reiterate the importance of taking the PSAT to determine college and career readiness.

August - June:

Individual Counseling: Respond to specific academic and career interest concerns as needed (scheduling, summer programs, etc.). Revisit Four-Year Academic Plans and post-secondary options.

IEP and 504 Plan Meetings: Participate in discussion and planning for students' academic and career goals.

Student Success Plans: Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually.

S.M.A.R.T. Goals: Create **S**pecific **M**easurable **A**ttainable **A**ction-Oriented **R**ealistic **T**imely (**S.M.A.R.T.**) goals particularly with those students on Student Success Plans.

Records: Review transcripts, ensure credits are adequate and on track for graduation and in line with career goals.

August - November:

College Representative Visits: Students attend informational sessions run by admission representatives from colleges of interest. Students can learn more about academic and majors offered at a variety of schools.

College 101 - September:

Qualities in a College: Students learn about different types of colleges/universities and narrow down their top seven individual preferences for college/university characteristics which can include specific college majors and academic offerings.

September—May

Licking County Mentorship Program—Juniors apply in the spring of the previous year to shadow a professional in a field of interest. They earn a .5 credit per semester and complete a variety of career related assignments.

College 101 - January:

PSAT Results: Interpret PSAT Score results for students, show how they are rated for college and career readiness, discuss strategies for improvement, and discuss further career exploration.

College 101 - February:

Scheduling for the next academic year: Visit classrooms to review scheduling options. Highlight the importance of balancing strong academics with areas of interest. Focus is on how each year builds toward a final transcript and prepares students for post-high school and career planning. Determine graduation requirements still unmet. Note the career interest on their scheduling form.

Career Express Day—March

Career Exploration for juniors: All juniors will attend a one-day career conference and select sessions most relevant to their interests. They will also participate in mock interviews and meet with career representatives.

College 101—April

Junior Check-In: Students discuss their post-high school plans, career interests, testing plan, etc. with their school counselor and can schedule a follow-up meeting for further planning/discussion.

Twelfth Grade

August:

Welcome from Administration and School Counselors: Encourage students to continue to do well academically, explore careers and potential interests through academic courses, independent study, credit flex, C-TEC or College Credit Plus. Provide a brief overview of the dates for classroom guidance on the college admissions process and financial aid deadlines.

August - June:

Individual Counseling: Respond to specific academic and career interest concerns as needed (scheduling, college applications, post-secondary planning, etc.).

IEP and 504 Plan Meetings: Participate in discussion and planning for students' academic and career goals.

Student Success Plans: Identify students that are considered at-risk for dropping out or not graduating and implement a Student Success Plan that will be reviewed annually.

S.M.A.R.T. Goals: Create **S**pecific **M**easurable **A**ttainable **A**ction-Oriented **R**ealistic **T**imely (**S.M.A.R.T.**) goals particularly with those students on Student Success Plans.

Records: Review transcripts, ensure credits are adequate and on track for graduation and in line with career goals. The Counseling Office manages alumni transcript requests and proof of graduation for employment purposes.

August - November:

College Representative Visits: Students attend informational sessions run by admission representatives from colleges of interest. Students can learn more about academic and majors offered at a variety of schools.

September:

College Week:

Days 1 – 2: Seniors attend a "mock" application review run by Denison University Admissions Representatives. Students review tips and tricks for the college essay with Admission Representatives from Kenyon College.

Days 3-4 - College Application Process: Two-day classroom lesson wherein students learn about the Counseling Office college application protocol including information on Financial Aid, the Free Application on Federal Student Aid, and Scholarship information.

September—March

Post-High School Planning Meetings: School counselor meets with senior student to discuss post-high school planning, career interests, college majors, college choices, shadowing, mentoring, etc.

September—May

Licking County Mentorship Program—Seniors apply in the spring of the previous year to shadow a professional in a field of interest. They earn a .5 credit per semester and complete a variety of career related assignments.

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The school counselors collaborate with other staff members to implement additional career advising and exploration activities. Examples of these activities include:

- Relating subject-specific concepts to careers
- Field trip to JA Biz Town with corresponding curriculum
- Guest speakers in related career fields
- Incorporate career exploration videos as provided by ODE
- Career research related to math and science/STEM careers
- Field trip to Ohio State House
- Student reports on careers
- Preparation for advanced studies needed for particular career path
- Focus on current trends in career fields
- Career assessments including interest inventories, learning style assessments, and career or job inventories
- Economics and financial literacy curriculum