Bristol Public Schools
Office of Teaching & Learning

Department	School Counseling Department
Department Philosophy	Bristol Public School's School Counseling Department is committed to ensuring that all students, grades 6-12, have the knowledge and skills to be competent, confident, and innovative learners while developing skills to meet the Vision of the Graduate. The School Counseling Department seeks to provide proactive, preventative, and tiered intervention models of support to students. School Counselors support learners in the process towards post-secondary education, career pathways and make healthy life decisions that allow them to contribute to a global society.
Course	N/A
Course Description for Program of Studies	N/A
Grade Level	9-12
Pre-requisites	N/A
Credit (if applicable)	N/A

District Overarching Learning Expectations and Standards **(Grade 9-12)** **Academic Domain** **Career Domain** **Social-Emotional Domain**	Grade-Level Large Group (Assembly)	Whole Group-Class	Small Group	Individually
	Tier One Supports Access to Naviance Lessons Access to PowerSchool Portal Supported Course Selection Student SUCCESS Planning Supported Transition planning Restorative/SBDI/Circles Lessons Ongoing Monitoring of Grades and Attendance Student Support PLans for Grades, Attendance and Behavior		**Tier Two/Three Supports** Individual counseling Small group counseling Student behavior support plans Referral to community services Team/parent meetings Peer mediations Increased communication between home/school (ex. weekly reports) Crisis Intervention/Assessment Daily Check-ins/Check-outs Access to Student Support Center Student Home Visits Connection with Youth/Truancy Officers	
A1: Students will demonstrate skills for effective learning and achieving school success.	X	X		X

A2: Students will demonstrate the ability to plan a challenging program of studies to prepare for a variety of options after graduation.		X		X
A3: Students will demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.		X		
A4: Students will demonstrate the ability to integrate technology to enhance learning and to solve problems.		X		
A5: Students will demonstrate the ability to use creativity and outside experience to enrich the learning process.		X		
A6: Students will demonstrate the ability to set goals based on reflective evaluation of current performance.		X		X
C1: Students will identify personal values, personality, abilities, and interests in relation to career options and the world of work.		X		X
C2: Students will demonstrate the skills, and abilities to research, identify career options and take the necessary steps to obtain a job. Students will develop a research strategy and the tools to search and obtain employment.		X		X
C3: Students will demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.		X		X
C4: Students will demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.		X		X
C5: Students will identify a plan to make a successful transition from school to postsecondary education and/or the world of work.		X		X

C6: Students will demonstrate an understanding of technology in the workplace.		X		
S/E1: Students will demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.		X		X
S/E2: Students will demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.		X		X
S/E3: Students will demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.		X		X
S/E4: Students will demonstrate an understanding of the relationship between practicing self-care and personal well-being.		X		X
S/E5: Students will demonstrate an understanding and practice personal safety skills.		X		X
S/E6: Students will demonstrate an understanding of the risks and responsible use of technology.		X		

Whole Group-Classroom (Grade 9)				
Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
What are habits of mind and how can developing these habits lead to my academic success in High School and in the future?	9-A1-1: Students will implement effective organizational study skills and test-taking skills. 9-A1-2: Students will use time management skills in addressing school responsibilities.	Habits of Mind Study Skills Organizational strategies Time management Persistence Academic Integrity Test taking strategies Independent	*Pacing: 2 Sessions* Freshmen Year Overview Presentation Naviance Lesson (9.1)- My Foundation.	Exit Ticket/Survey (Google doc)

	9-A1-3: Students will demonstrate how effort and persistence positively affect learning. 9-A2-1: Students will demonstrate the skills of independent research and investigation. 9-A3-2: Students will share knowledge effectively with others. 9-A3-3: Students will demonstrate an understanding of the value of life-long learning. 9-C3-2: Students will develop ongoing time-management skills and create a school/work schedule. 9-S/E1-3: Students will demonstrate effective leadership skills.	research/learning. Effective communication Leadership skills	Naviance Lesson (9.3): Mastering Homework Naviance Lesson (9.5)-My Learning Style	
What are healthy decision-making or problem-solving skills and how can I use these skills in High School and in the future?	9-S/E3-1: Students will develop effective coping skills when dealing with difficult decisions. 9-S/E3-2: Students will demonstrate effective decision-making skills that lead to positive interpersonal relationships. 9-S/E5-1: Students will differentiate between situations requiring peer support and those requiring adult and/or professional assistance. 9-S/E5-2: Students will apply effective problem-solving and decision making skills to make safe	Decision making Problem solving skills Coping skills Interpersonal skills Accessing support Making safe and healthy choices Healthy relationships Seeking support	*Pacing: 2 Sessions* Freshmen Year Overview Presentation-School and community support available to students. Naviance Lesson (9.9)-Working With My Teachers School-wide SEL lessons	Exit ticket/Google survey

	and healthy choices in relationships.			
What is personal self-care, personal well-being, and personal safety? How can I practice these skills in High School during stressful moments?	9-A1-5: Students will apply techniques for reducing stress and test taking anxiety. 9-S/E1-1: Students will identify the difference between positive and negative relationships. 9-S/E4-1: Students will understand the negative impact unhealthy relationships can have on your well-being. 9-S/E4-2: Students will learn and apply locus of control to situations that trigger negative emotions.	Self-care Personal well-being Identifying triggers for stress Stress reduction techniques Relationships (healthy vs. unhealthy) Locus of control	*Pacing: 2 Sessions* School-wide SEL lessons Lesson of Anxiety, Stress management/Coping skills. Erin's Law Presentation	Exit ticket/Google survey Individual safety plan
What are safe ways that I can use some technology tools and resources for academic work and research?	9-A4-1: Students will demonstrate appropriate skills to locate, organize, understand, analyze, and synthesize information from multiple digital sources. 9-A4-3: Students will identify, evaluate, and utilize technology tools for academic success. 9-S/E6-1: Students will understand the permanence of their digital identity.	Technology tools/ Platforms used (Google, Naviance, EdPuzzle, PearDeck etc.) Digital identity/footprint	*Pacing:* **2 Sessions** Accessing PowerSchool Lesson Lesson on Tech tools used in HS for academic success.	Exit ticket/Google survey.
What activities and skills are involved in planning for my academic, personal, and career future?	9-A1-6: Students will demonstrate an understanding of graduation requirements.	Graduation requirements Program of Studies Aptitudes Goal Setting 4-year academic plan Postsecondary requirements	*Pacing: 4 Lessons* Naviance Lesson (9.4)- Strengths Explorer Naviance Lesson (9.6)-	As part of their exit ticket, students will be asked to identify graduation requirements. Students will begin to

	9-A2-4: Students will connect future plans to goals to make informed program of studies choices.

9-A6-1: Students will apply knowledge of aptitudes and interests to goal setting.

9-C2-5: Students will develop a 4-year academic plan in relation to future career goals and postsecondary requirements.

9-C1-1: Students will identify personal strengths and weaknesses in relationship to postsecondary education and training requirements.

9-C1-2: Students will demonstrate skills and habits of mind essential for a job interview.

9-C2-1: Students will apply decision making skills to previous career research to set career goals.

9-A6-2: Students will use problem-solving and decision making skills to assess progress towards educational goals.

9-C3-1: Students will organize and prioritize academic courses based on a 4-year academic plan and future career choice.

9-A5-1: Students will participate in extracurricular and community experiences. | Strengths/weakness
Habits of Mind
Resume
Decision making skills
Professionalism
Extracurricular experiences | Setting Goals

Naviance Lesson (9.7)- My Career Clusters

Naviance Lesson (9.9)- My High School Resume

Understanding a high school transcript

Course Selection | develop a resume.

Students will tag three potential careers of interests in Naviance based on inventory results.

Students will update their SSP (Grade 9) |

| What is cultural awareness and how can I collaborate with others to ensure that I am being inclusive? | 9-A1-7: Students will demonstrate the ability to work cooperatively in a group.

9-S/E1-4: Students will demonstrate an understanding of group dynamics and how they influence relationships.

9-S/E2-1: Students will analyze the impact of individual similarities and differences in interpersonal relationships.

9-S/E2-1: Students will demonstrate respect for all cultural traditions and heritages. | Cultural awareness
Collaboration
Group dynamics
Cultural traditions and heritages
Respect | Naviance Lesson (9.11)-Teamwork

Social and Personal Identity Wheel/Discussion & Activity Lesson | Exit Ticket/Google Survey |

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
" I don't need to use a planner or plan out my time. Teachers will tell me when assignments are due and give me reminders." Students may not be aware of the increased independence level required at the high school level and the need for increased organization and time management that might be required as the number of classes or assignments and activities increase.	Students can increasingly develop scheduled, timelines and plan out academic, social and extracurricular activities with independence.
"I can just talk to my friends about serious issues going on rather than seeking out an adult."	Students will consider going to trusted adults within the school and community to seek additional support for issues that require professional or adult attention.
"I have no control over the situations in my life or ways to change those circumstances."	Students can highlight situations or aspects of situations where they have control and ways that they can contribute to make positive changes to situations that are causing stress.
"No one will know what I do online as long as I delete it". Students may not understand the footprint that is left behind by posts, comments and online behavior.	Students can review their social media accounts and determine changes they would like to make immediately to posts that exist and changes they will make moving forward.

"I don't need to start thinking about a career or college until Junior or Senior year."	Students can continue to develop their career plans and complete activities that lead them to further self-explore interest areas and complete activities required for post-secondary exploration and application.

RESOURCES
Naviance Curriculum

Individually (Targeted Standards)			
Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
		Proficient: **Progressing**: **Not yet:**	
ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS		**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**	
RESOURCES			

Whole Group-Classroom (Grade 10)				
Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
What are habits of mind and how can developing these habits lead to my academic success in High School and in the future?	10-A1-4: Students will effectively and proactively utilize resources to help improve academic performance, i.e. teachers, resources centers, tutors, etc. 10-A2-2: Students will make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities. 10-A3-1: Students will demonstrate the ability to balance school, home, and extracurricular activities. 10-A3-4: Students will use multimodal forms of communication to communicate a coherent message. 10-A3-5: Students will seek and undertake experiences within the school and community that enhance coursework and support personal goals. 10-A5-3: Students will understand the correlation between school and the positive transition to community, postsecondary and career path. 10-C4-2: Students will manage a calendar of extracurricular activities, work, school work, etc.	Proactive Multimodal forms of communication Prioritizing Transition to community, post secondary and career path Coherent	*Pacing: 3 sessions* Naviance Lesson (10.1)-Participating in My Life Naviance Lesson (10.3)-Working Hard Naviance Lesson (10.5)-My Success Habits School-wide SEL lessons	Exit Ticket/Google survey Students will set up one appointment with a teacher, tutor, support center or School Counselor to discuss academic support Students will complete a calendar of weekly activities and review with their School Counselor. Students will sign up for one extracurricular activity/community activity.

What are healthy decision-making or problem-solving skills and how can I use these skills in High School and in the future?	10-S/E3-4: Students will demonstrate the ability to seek, identify, and evaluate relevant information for aiding in decision-making. 10-S/E3-5: Students will demonstrate the ability to put a plan into action when faced with a problem. 10-S/E5-3: Students will know school referral options for self and others during emotional need situations and school procedures for responding to harassment. 10-S/E5-4: Students will develop strategies for resisting peer pressure from different sources. 10-A6-3: Students will evaluate and reflect on their actions and modify as necessary.	Decision-making Action planning Harassment Referral options Peer pressure Self-evaluation	*Pacing: 2 Sessions* Naviance Lesson (10.11) - Support Networks Youth Services Peer Education Program Overview School-wide SEL Lesson	Students will identify support individuals in the school/home/community via an exit ticket/survey. Students will complete a personal self-reflection activity with a plan for actions to maintain and others to revise.
What is personal self-care, personal well-being, and personal safety? How can I practice these skills in High School during stressful moments?	10-S/E1-2: Students will recognize the impact that change and transition can have on personal development and social interactions. 10-S/E4-3: Students will develop the skills to balance and manage life events, personal issues, and school success. 10-S/E4-4: Students will demonstrate an understanding of environmental, societal, and individual stressors. 10-S/E4-5: Students will identify	Personal development Impact of transitions Environmental stressors Societal stressors Individual stressors Suicidal ideation Identifying risk-factors	*Pacing: 3 Sessions* Erin's Law Presentation School-wide SEL lesson Lesson on stress, anxiety, depression, suicide, risk factors and support.	Student journals/reflection sheets Exit ticket/survey

	when self or others are struggling with suicidal ideation and who to go to for help.			
What are safe ways that I can use technology tools and resources for academic work and research?	10-A4-2: Students will apply technical knowledge and skills to complete real-world assignments. 10-C6-1: Students will apply knowledge of technology and social media to research and organize career goals.	Technical knowledge/skills Social media	***Pacing: 1 Session*** Lesson on Technology Tools for academic success, and online safety.	Exit ticket/Survey
What activities and skills are involved in planning for my academic, personal, and career future?	10-A1-8: Students will review, revise and update academic, career, and personal goals. 10-A2-3: Students will use assessment results in educational planning. 10-A4-4: Students will demonstrate personal responsibility for researching post-secondary schools and careers. 10-A5-2: Students will balance extracurricular commitments with academic responsibilities. 10-C1-3: Students will pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice. 10-C2-3: Students will research postsecondary academic requirements in relation to future goals for the purpose of academic planning.	Goal setting Educational planning Post-secondary options Post-secondary academic requirements College/career fair Financial independence Job shadow/internship Resume Career cluster	***Pacing: 4-5 Sessions*** Naviance Lesson (10.4) - What's Your Road? Naviance Lesson (10.6) - Connecting My Courses and Careers Naviance Lesson (10.8) - What Debt Looks Like Naviance Lesson (10.9) - Enhancing My Resume Naviance Lesson (10.10) - My College Options Naviance Lesson (10.15) - The Real Cost of College	Journal entries/goal setting in Naviance Exit ticket/survey Students will develop a resume in Naviance Students will use Naviance to create lists of favorite career pathways and post-secondary school choices Student will update SSP (Grade 10)

	10-C2-4: Students will attend a college and/or career fair to research postsecondary options and requirements. 10-C4-1: Students will demonstrate their own financial independence. 10-C4-3: Students will participate in job shadows and internship opportunities to explore what fields are of interest. 10-C5-1: Students will develop a system for collecting information that will be useful when writing a resume. 10-C5-2: Students will create a career plan/goals by selecting a career pathway within a career cluster. 10-C5-3: Students will attend a college and/or career fair.			
What is cultural awareness and how can I collaborate with others to ensure that I am being inclusive?	10-S/E2-2: Students will demonstrate the ability to take the perspective of others, including those from different backgrounds. 10-S/E2-3: Students will understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices.	Perspective taking Free and democratic society Alternative viewpoints, lifestyles, choices	*Pacing: 2 Sessions* School-wide SEL lesson on individual differences and respecting others' cultures, choices and lifestyles	Journal entries Exit ticket/survey

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE

	UNIT
"I don't need to evaluate and reflect on any of my choices or actions." Students may not understand the importance of analyzing the positive and negative outcomes of academic, social and behavioral choices they have made in order to make changes for future situations.	Students could choose a healthy decision-making skill/problem-solving skill to think about/journal about/observe after reflecting on a past situation.
"I don't need to develop strategies to assist me with peer pressure." Students may generally think that they have the skills to avoid situations that involve peer pressure, however, they may not have yet thought about actions they would take in various settings or situations.	Students could develop a list of scenarios where situations might arise where they have to respond to peer pressure and develop a list of verbal or behavioral actions that they might take in a given situation.

RESOURCES
Naviance Curriculum

Individually (Targeted Standards)			
Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS		OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT	
RESOURCES			

Whole Group-Classroom (Grade 11)				
Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
What are habits of mind and how can developing these habits lead to my academic success in High School and in the future?	11-A1-1: Students will engage actively in challenging curriculum. 11-A1-2: Students will take responsibility for academic integrity. 11-A2-3: Students will utilize resources to improve test taking ability and implement enhanced test taking strategies. 11-A1-5: Students will communicate effectively through written reports, oral presentations and discussion. 11-A3-1: Students will understand that chance is a part of growth. 11-A3-3: Students will cognitively engage in the learning process, monitoring and regulating their learning.	Habits of Mind Study Skills Organizational strategies Time management Persistence Academic Integrity Test taking strategies Independent research/learning Effective communication Leadership skills	*Pacing: 3 Sessions* Naviance Lesson (11.4)-Challenging Myself Naviance Lesson (11.6)-My Test Prep Plan Lesson on self-advocacy/ presentation skills and effective communication	Exit Ticket/Google Survey
What are healthy decision-making or problem-solving skills and how can I use these skills in High School and in the future?	11-A6-1: Students will actively seek, evaluate and when appropriate, incorporate feedback when resolving a conflict or problem. 11-S/E1-2: Students will apply effective communication skills in conflict situations and when experiencing negative emotions.	Conflict Resolution Effective problem solving De-escalation Coping skills Impact on others Self-Control Communication Skills Empathy & Self Awareness Taking personal	*Pacing: 2 Sessions* Naviance Lesson (11.7)- My Support Network School-wide SEL Lesson (Decision-Making and	Exit ticket/Google survey

	11-S/E3-1: Students will analyze the influence of others on their decisions. 11-S/E3-2: Students will practice taking personal responsibility for negative consequences of decisions made. 11-S/E5-1: Students will demonstrate self-control in the classroom, school and community. 11-S/E5-2: Students will identify strategies and resources for assistance with harassment and/or abusive relationships.	responsibility	Consequences of Choices)	
What is personal self-care, personal well-being, and personal safety? How can I practice these skills in High School during stressful moments?	11-S/E4-1: Students will demonstrate a positive attitude towards themselves as a unique and worthy person. 11-S/E4-2: Students will develop a deeper understanding of their personality and temperament and how it relates to effective self-care practices.	Self Exploration Positive Self Worth Temperament Self-care	*Pacing: 2 Sessions* Naviance Lesson (11.1) - What Makes Me Unique Naviance Lesson (11.11) - Building Self Confidence in Naviance Personality Assessment	Personality Assessment results Exit ticket/Google survey
What are safe ways that I can use some technology tools and resources for academic work and research?	11-A4-1: Students will demonstrate online literacy and be able to discern if information is reliable, relevant and accurate. 11-A4-2: Students will apply technological knowledge to their everyday activities and course work.	Online Literacy Reliable Relevant Digital Identity Career Exploration	*Pacing: 2 Sessions* Naviance Lesson (11.2)-My Career Goals Lesson on Online literacy/digital identity.	Exit Ticket/Google survey

	11-S/E6-1: Students will understand how their digital identity can impact their life outside of their digital world. 11-C6-1: Students will analyze career outlooks and opportunities for employment using appropriate technology.			
What activities and skills are involved in planning for my academic, personal, and career future?	11-A1-8: Students will review, revise and update academic, career, and personal goals. 11-A2-1: Students will review and revise their program of studies to match individual post secondary plans. 11-A2-4: Students will apply strategies to fulfill educational and career goals outlined in their student success plan. 11-A5-1: Students will choose courses that match extra curricular interests. 11-A5-2: Students will identify and access resources to pursue postsecondary goals. 11-C2-1: Students will research colleges and employment options available based on career choice. 11-S/E1-1: Students will demonstrate an understanding of all elements of effective oral and written communication.	Goal Setting Post Secondary Exploration Post Secondary Planning Resume Field of Interest Effective communication	*Pacing: 5 Sessions* Naviance Lesson (11.8)-College Fit Naviance Lesson (11.9)-College SuperMatch Naviance Lesson (11.10)-My College Essay Naviance Lesson (11.12)-Paying For College Naviance Lesson (11.13)-Financial Aid Options or Junior Planning Presentation Naviance Lesson (11.15)- My Senior Year in Naviance College Fair at	Exit Ticket/Google form Complete Resume in Naviance Update SSP (Grade 11) Attend college fair

			BCHS/BEHS	
	11-C1-1: Students will identify skills, abilities, accomplishments, awards and personal qualities in preparation for writing a resume, interviewing and completing applications. 11-C1-2: Students will convey positive qualities and attributes during a mock or actual interview. 11-C4-1: Students will learn how to create a simple budget distinguishing between wants and needs. 11-C5-1: Students will create a resume and fill out mock job applications. 11-C5-3: Students will attend a college and/or career fair.			
What is cultural awareness and how can I collaborate with others to ensure that I am being inclusive?	11-A1-6: Students will use an interdisciplinary perspective to recognize culture and societal diversity. 11-A3-5: Students will work within diverse teams. 11-S/E1-3: Students will create positive and supportive diverse relationships with others to support their success. 11-S/E2-1: Students will demonstrate skills to effectively express and listen to diverse opinions, habits of mind, and beliefs in a group.	Cultural Awareness Collaboration Inclusivity Internal Bias Diversity Habits of Mind	*Pacing: 2 Sessions* School-wide SEL Lesson on Diversity, Inclusion and Equity.	Exit ticket/Google survey

	11-S/E2-1: Students recognize that everyone has rights and responsibilities.			

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
"Adults can't understand or help with the stresses or emotional feelings I have going on in my life." Students might not know that there are many resources in the school building that can assist with supporting students with developing skills or with assisting with making referrals for additional services.	Students could consider going to trusted adults within the school and community to seek additional support for issues that require professional or adult attention.
"No one will know what I do online as long as I delete it". Students may not understand the footprint that is left behind by posts, comments and online behavior. They may not fully understand the long-term impact of their digital footprint of college admission or job acquisition.	Students can review their social media accounts and determine changes they would like to make immediately to posts that exist and changes they will make moving forward.
"I can complete all of my college planning during Senior year." Students may not fully understand the importance of having their plan ready prior to Senior year and some of their tasks completed during their Junior year.	Students can continue to develop their career plans and complete activities that lead them to further self-explore interest areas. Students can complete activities required for post-secondary exploration and application by meeting with the School Counselor regularly and attending to deadlines.

RESOURCES
Naviance Curriculum

Individually (Targeted Standards)			
Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
What activities and skills are involved in planning for my academic, personal, and career future?	11-C4-3: Students will participate in job shadows and internship opportunities to	**Proficient:** Student has successfully communicated with and	Career planning Job shadowing

| | explore what fields are of interest. | attended at least one job shadow day or internship.

Progressing:
Student has reached out to job sites but has not yet attended the job shadow or internship.

Not yet:
Student is still exploring potential sites but has not made contact. | |
|---|---|---|---|
| **ADDITIONAL CONSIDERATIONS** | | | |
| **COMMON MISCONCEPTIONS** | | **OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT** | |
| | | | |
| **RESOURCES** | | | |
| **Naviance Curriculum** | | | |

Whole Group-Classroom (Grade 12)				
Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
What are habits of mind and how can developing these habits lead to my academic success in High School and in the future?	12-A1-3: Students will meet graduation requirements. 12-A1-4: Students will guide, mentor and support peers to achieve excellence in class. 12-A2-2: Students will choose to use a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses. 12-A3-4: Students will identify and describe their personal leadership style, strengths, and limitations. 12-A5-3: Students will demonstrate self-directed independence as a learner. 12-C1-3: Students will identify how to use time effectively in order to complete all important tasks while managing extra-curricular activities, jobs responsibilities and family. 12-C4-2: Students will plan a calendar of senior year events, including college/career material submission timelines.	Graduation Requirements Accountability Resources Understanding of literacy Personal assessment Independence Integrity Time Management Responsibilities Organizational Skills Prioritizing	*Pacing: 2 to 3 sessions* Naviance Lesson (11.2)- My Personal Brand Naviance Lesson (11.3)-Being Career Ready	Successful completion of graduation requirements Exit ticket/Google form Completion of senior calendar
What are healthy decision-making or problem-solving skills and	12-C3-1: Students will develop problem-solving and decision-making skills in the college process.	Decision Making Process Problem Solving Accessing resources	*Pacing: 2 Sessions* Senior Presentation -	Exit ticket/Google survey

how can I use these skills in High School and in the future?	12-S/E3-4: Students will identify resources to support decision-making about the transition from high school to their post-secondary plan. 12-S/E5-3: Students will know community referral options for self and others in emotional need when help is needed. 12-S/E5-4: Students will identify safe alternatives to risky behaviors (i.e. trying drugs, getting into a car with a drunk driver etc).	Self Reflection Risky behaviors Understanding cause and effect of choices	pathways, decision making process School-wide SEL lessons-healthy decision making-choices of actions.	
What is personal self-care, personal well-being, and personal safety? How can I practice these skills in High School during stressful moments?	12-S/E4-3: Students will demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments. 12-S/E4-4: Students will identify ways to manage multiple stressors as they transition to post secondary education and/or work.	Self Identification/Awareness Understanding resources Mental Health Awareness Self Advocacy	***Pacing: 2 sessions*** Naviance Lesson (12.7)- Leaving Home Success Skills Erin's Law Presentation School-wide SEL Lessons-Personal safety/healthy decision making.	Exit ticket/Google survey
What are safe ways that I can use some technology tools and resources for academic work and research?	12-A4-3: Students will use a systematic and progressive process to solve a problem using technology. 12-A4-4: Students will demonstrate the ability to design a complex product that meets a set of requirements using technology.	Knowledge and usage of digital platforms Knowledge of digital resources Problem solving skills	***Pacing: 1 Session*** Lesson on digital tools for academic and personal success. Digital tools and graphics for completing Portfolio	Exit ticket/Google form Completion of Portfolio

What activities and skills are involved in planning for my academic, personal, and career future?	12-C2-3: Students will review 4-year plan, career goals and strategies and amend as necessary. 12-A3-1: Students will complete an extended project that requires planning, developing a solution or product, and presenting the results orally and in writing. 12-C2-5: Students will write a resume including skills, attributes, accomplishments, and awards. 12-C2-5: Students will complete college applications and/or job applications. 12-C3-2: Students will develop interviewing skills, resume and cover letter writing and how to follow up after an interview.	Goal setting Career Exploration Understanding of Self Understanding of strengths and skills Portfolio Applications Resume Experiential Learning Essential Skills	*Pacing: 4 Sessions* Naviance Lesson (12.1)-My College Applications Naviance Lesson (12.4)-National Scholarship Search Naviance Lesson (12.9)-Choosing the Right School Naviance Lesson (12.10)-Completing the FAFSA Naviance Lesson (12.13)-My College Life Naviance Lesson (12.15)-My College Network	College application Applications for scholarships Completion of Resume Completion of SSP (Grade 12) and Summary Report
What is cultural awareness and how can I collaborate with others to ensure that I am being inclusive?	12-A1-7: Students will identify how cultural differences impact and influence assumptions, perceptions, and personal values. 12-A6-2: Students can articulate their own identity, experiences and biases and how these affect their ability to lead. 12-S/E1-4: Students will demonstrate skills effectively, express opinions, attitudes and beliefs in a group	Cultural Awareness Self Perception Personal Values Identity Inclusive Respectful Mindfulness Civic Responsibility Global Awareness Sensitivity	*Pacing: 2 sessions* School-wide SEL Lessons on Equity, Inclusion and Diversity. School-wide SEL Lessons on Tolerance, Respect and Unity.	Exit Ticket/Google survey

	situation in a way that is respectful to all. 12-S/E2-2: Students will accept and appreciate individual differences in ethnicity, culture, race, religion, and lifestyle. 12-S/E2-3: Students will demonstrate their civic responsibility in building a better society.			
ADDITIONAL CONSIDERATIONS				
COMMON MISCONCEPTIONS		**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**		
RESOURCES				
Naviance Curriculum				

Individually (Targeted Standards)			
Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
What are healthy decision making or problem-solving skills and how can I use these skills in High School and in the future?	12-S/E3-5: Students will reflect on personal decisions made and evaluate the success of the decision-making process for that situation. 12-A6-3: Students will demonstrate an understanding of what influences the	**Proficient**: Student will reflect on personal decisions made and evaluate the success of the decision-making process for that situation. **Progressing**: Student has some difficulty on	Decision-making Problem-solving skills

		making personal decisions and//or reflecting on outcomes of those decisions **Not yet:** Student has not made any reflection on personal decisions and has difficulty reflecting on the outcomes of any decision.	
What is personal self-care, personal well being and personal safety? How can I practice these skills during High School during stressful moments?	12-S/E4-5: Students will prepare to take charge of their own mental health as they transition to postsecondary education and/or work.	**Proficient:** Student an articulate where or how to access mental health support **Progressing:** Student has information on how to access mental health support. **Not yet**: Student is unable to articulate when, where and how to access mental health support.	Self-care Well-being Personal-safety
What activities and skills are involved in planning for my academic, personal and career future?	12-C5-2: Students will participate in an internship or job shadow experience and mock interview.	**Proficient:** Student has successfully communicated with and attended at least one job shadow day or internship term. **Progressing:** Student has reached out to job sites but has not yet attended the job shadow or internship. **Not yet:** Student is still exploring	

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**

RESOURCES
Naviance Curriculum