

Unit 1: Tracking Progress for My Post Secondary Goals

Unit #: APSDO-00020607

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Grade(s): 12

Subject(s): School Counseling

Course(s): GR. 12 - SCHOOL COUNSELING

Unit Focus

In this unit, students will articulate and execute an action plan (e.g., courses, time management, study strategies, and/or focus on employable skills) for their senior year and how that supports a post-secondary plan.

Stage 1: Desired Results

Established Goals	Transfer	
Standards <ul style="list-style-type: none"> Avon School Counseling Standards (CT 2020) <ul style="list-style-type: none"> <i>School Counselling</i> <ul style="list-style-type: none"> ACADEMIC DEVELOPMENT <ul style="list-style-type: none"> Demonstrate skills for effective learning and achieving school success. (A1) Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives. (A3) Demonstrate the ability to use creativity and outside experiences to enrich the learning process. (A5) Demonstrate the ability to set goals based on reflective evaluation of current performance. (A6) CAREER DEVELOPMENT <ul style="list-style-type: none"> Identify personal values, personality, abilities, and interests in relation to career options and the world of work. (C1) Demonstrate the skills and abilities to research, identify career options, and make the necessary steps to obtain employment. (C2) Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices. (C4) Identify a plan to make a successful transition from school to postsecondary education and/or the world of work. (C5) SOCIAL/EMOTIONAL DEVELOPMENT <ul style="list-style-type: none"> Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people. (SE1) Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes. Able to overcome challenges and 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1	(T1) Use self-knowledge in order to develop effective decision making skills, create meaningful goals, and identify positive attributes.
	T2	(T2) Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine a thoughtful course of action.
	T3	(T3) Explore and pursue viable options based on interests, experience, and goals.
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	
	U1	(U3) Reflection is necessary to develop self-knowledge.
	U2	(U5) Exploration and planning are essential for future success.
	U3	(U1) Effective decision making and goal setting skills are necessary to achieve personal success.
	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i>	
	Q1	(Q01) What is really important to me? How does that shape my priorities?
	Q2	(Q03) What choices do I make when I have the opportunity to decide?
	Q3	(Q07) What part of this problem is within my control? What part do I need help with?
	Q4	(Q10) What am I interested in? What am I fascinated by? What am I good at?
	Q5	(Q15) How may my personal strengths and areas of interests relate to future job and career options?
	Acquisition	

obstacles and develop positive coping strategies and build resilience. (SE3)	Knowledge	Skill(s)
	What facts and basic concepts should students know and be able to recall? Students will know...	What discrete skills and processes should students be able to use? Students will be skilled at... S1 Assessing and monitoring personal progress toward educational and post-secondary goals S2 Identifying key priorities for senior year S3 Using task and time management strategies to follow through on key priorities