

## Unit 1: Transition to High School

**Unit #:** APSDO-00020384  
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**Grade(s):** 9  
**Subject(s):** School Counseling  
**Course(s):** GR. 9 - SCHOOL COUNSELING

### Unit Focus

In this unit, students will focus on the transition to high school life: students will be informed on academic opportunities and yearly progression as well as on the importance of community involvement and contributions to enhance his/her student profile. Additionally, available school resources and supports will be highlighted.

### Stage 1: Desired Results

Established Goals	Transfer		
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Avon School Counseling Standards (CT 2020)               <ul style="list-style-type: none"> <li>◦ <i>School Counselling</i> <ul style="list-style-type: none"> <li>▪ <b>ACADEMIC DEVELOPMENT</b> <ul style="list-style-type: none"> <li>▪ Demonstrate skills for effective learning and achieving school success. (A1)</li> <li>▪ Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives. (A3)</li> </ul> </li> <li>▪ <b>SOCIAL/EMOTIONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes. Able to overcome challenges and obstacles and develop positive coping strategies and build resilience. (SE3)</li> <li>▪ Demonstrate an understanding of the relationship between practicing self-care, healthy sense of self, and personal well-being. (SE4)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T1) Use self-knowledge in order to develop effective decision making skills, create meaningful goals, and identify positive attributes.</p> <p>T2 (T3) Explore and pursue viable options based on interests, experience, and goals.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U1) Effective decision making and goal setting skills are necessary to achieve personal success.</p> <p>U2 (U3) Reflection is necessary to develop self-knowledge.</p> <p>U3 (U5) Exploration and planning are essential for future success.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q01) What is really important to me? How does that shape my priorities?</p> <p>Q2 (Q08) What resources are available to me and how do I access them?</p>
	Acquisition		
	Knowledge	Skill(s)	

	<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
	<p><b>K1</b> What a high school credit is, how do they earn them, and how many credits in each category are required for graduation</p>	<p><b>S1</b> Self-evaluating past performance to identify areas of strength and target areas for growth</p>
	<p><b>K2</b> What resources are available at high school to support learning; (e.g., student resource center, math lab, school counselors, teachers)</p>	<p><b>S2</b> Creating goals that are achievable, measurable, and worthwhile</p>
	<p><b>K3</b> The extracurricular opportunities available at AHS and how to get involved in them</p>	<p><b>S3</b> Comparing and contrasting what they heard about high school prior to coming here versus the reality as a 9th grader</p>
	<p><b>K4</b> The essential strategies for success in high school; advocacy, leadership, collaboration, decision making, and communication</p>	<p><b>S4</b> Identifying resources that are available to support their success</p>