

## Unit 2: Freshman Individual Planning

**Unit #:** APSDO-00020548  
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**Grade(s):** 9  
**Subject(s):** School Counseling  
**Course(s):** GR. 9 - SCHOOL COUNSELING

### Unit Focus

In this unit, students will assess their individual progress (academic, career, social/personal) and transition to high school. Students will set goals in Naviance for the coming school year.

### 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> <li>▪ Demonstrate the ability to set goals based on reflective evaluation of current performance. (A6)</li> </ul> </li> <li>▪ <b>SOCIAL/EMOTIONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people. (SE1)</li> <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 (T2) Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine a thoughtful course of action.</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 (U4) There is often more than one solution to a problem, but the right solution depends upon the situation.</p> <p>U3 (U3) Reflection is necessary to develop self-knowledge.</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 (Q07) What part of this problem is within my control? What part do I need help with?</p> <p>Q3 (Q02) What happened (e.g., major life event, disappointment, mistake)? How am I working through the tough parts? What did I learn from the experience?</p> <p>Q4 (Q08) What resources are available to me and how do I access them?</p>
	Acquisition		
	Knowledge	Skill(s)	

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Evaluating what happened based on a collection of pertinent facts (examination of assessment data and reflection on experiences with peers and family)</p> <p>S2 Identifying areas that are "out of balance" to maintain personal health (if any)</p> <p>S3 Evaluating the correlation between 9th grade goals and current results</p> <p>S4 Considering what habits have contributed to individual performance and whether those habits are still helpful</p>
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