

Unit 3: Success Planning

Unit #: APSDO-00020549
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Grade(s): 9
Subject(s): School Counseling
Course(s): GR. 9 - SCHOOL COUNSELING

Unit Focus

In this unit, students will engage in small group and individual self-reflection activities to evaluate their past performance and interests and further develop their program of study. Students will choose courses of appropriate academic rigor for their sophomore year, based on self-reflection and teacher recommendation, and review progress towards fulfilling their graduation requirements.

Stage 1: Desired Results

Established Goals	Transfer		
<p>Standards</p> <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. <i>(A1)</i> ▪ Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation. <i>(A2)</i> ▪ Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives. <i>(A3)</i> ▪ Demonstrate the ability to set goals based on reflective evaluation of current performance. <i>(A6)</i> ▪ SOCIAL/EMOTIONAL DEVELOPMENT <ul style="list-style-type: none"> ▪ Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people. <i>(SE1)</i> ▪ 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. <i>(SE3)</i> 	<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 (T3) Explore and pursue viable options based on interests, experience, and goals.</p> <p>T2 (T1) Use self-knowledge in order to develop effective decision making skills, create meaningful goals, and identify positive attributes.</p> <p>T3 (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 (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 (Q03) What choices do I make when I have the opportunity to decide?</p> <p>Q2 (Q08) What resources are available to me and how do I access them?</p> <p>Q3 (Q11) What do I want to try? How do I pursue it?</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>K1 How to connect future plans to goals and make informed program of studies choices</p> <p>K2 How to apply strategies to fulfill education and career goals as they relate to high school planning</p> <p>K3 The value of varied exposure to different elective courses and extra curricular activities that grow and support their interest</p>	<p>S1 Reflecting on current academic progress in considering course selection for sophomore year of study</p> <p>S2 Planning an academically relevant program that maximizes opportunities for achievement cooperatively with teachers and counselor</p> <p>S3 Monitoring progress toward graduation requirements</p> <p>S4 Exploring other interests through co-curricular opportunities</p>