



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	High School Counseling					
Grade Level(s):	12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
Course Description:	<p>School Counseling lessons include the three domains: academic success, college and career readiness, and social/emotional development. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness.</p> <p><u>District School Counseling Department Vision/Mission</u> The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.</p> <p><u>Grade 12 Major Units of Study</u> Semester 1/September – Final Re-Introduction to High School Counselor Semester 1 – Naviance: Postsecondary Planning Semester 2 – Transition/Life Readiness</p>					
Grading Procedures:	N/A					
Primary Resources:	ASCA, Naviance					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Jennifer Grimaldi, Director of District School Counseling
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Written: _____ Summer 2020 _____

Revised: _____

BOE Approval: _____

Unit Title: Grade 12 High School Counseling Program

Unit Description:

Develop academic success, college and career readiness, and social/emotional development necessary to achieve student goals in all areas.

Unit Duration:

Semester 1/September – Final Re-Introduction to High School Counselor

Semester 1 – Naviance: Postsecondary Planning

Semester 2 – Transition/Life Readiness

Desired Results

Standard(s): ASCA

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2: Self-confidence in ability to succeed

M3 Sense of belonging in the school environment

M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-SS 3. Create relationships with adults that support success

B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals

B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

B LS 6: Set high standards of quality

Indicators: N/A

Understandings:

Students will understand that...

- There is importance to explore and select postsecondary school options.
- Creating college and career lists in Naviance can assist with future planning.
- There is value in reflection of life experiences.

Essential Questions:

- Where can you go to revisit the information provided in this lesson?
- How do your decisions in school affect your future career plans?

Assessment Evidence

Performance Tasks:

Lesson dependent

Other Evidence:

- Teacher observation and referral
- School Counselor SIS Log Entries

Benchmarks:

Ongoing review of SEL Universal Screener

Learning Plan

Learning Activities:

Refer to attached ASCA Lesson Plans

Resources:

ASCA, Naviance, Building Better People/SEL

Unit Modifications for Special Population Students

Advanced Learners	Ask students challenging, thought-provoking and enriching open-ended questions.
Struggling Learners	Frequently check for understanding, repeat directions, chunk information. Consult with classroom teacher.
English Language Learners	Offer multicultural perspectives on topics and check for understanding of vocabulary. Rephrase as needed.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

NJSLSA English Language Arts NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Integration of 21st Century Skills

Indicators:

NJSLS Career Readiness, Life Literacies, and Key Skills Introduction

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job



Lesson Plan

Lesson Plan for	Semester 1/September Final Re-Introduction to High School Counselor	(lesson title)
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School Counselor:	Grade 12
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Target Audience:	Grade 12		
Mindsets & Behaviors: (limit of three)	M3 Sense of belonging in the school environment B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SS 3. Create relationships with adults that support success		
Building Better People/SEL Competency	Relationship Skills		
Lesson	1	Of	2

Learning Target(s)/Competency	
Students will:	Receive final re-introduction about the role of the school counselor, protocols of the counseling office, and how to contact the school counselors and counseling secretaries.
Materials:	
In-Person/Email/Video WTHS Counseling Webpage www.wtps.org/wthscounseling Student Laptops Naviance	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> • Explain who you are and your role. • Explain what topics will be reviewed this year.
Communicate Lesson Targets:	Explain who you are, your role as an educator, and relationship to the student.
Teach Content:	<p>Sample to present In-Person, Email (insert picture), or Video:</p> <p>Hello, and great to be working with you again for your final school year!</p> <p>Here is a refresher of what a School Counselor does in the following three areas:</p> <ul style="list-style-type: none"> • <u>Academic Success</u> - Help select appropriate courses and provide assistance if you begin to struggle academically. • <u>College and Career Readiness</u> - Help you understand how your interests/abilities/values can lead to a meaningful career and ways to pursue that career. • <u>Social/Emotional Development</u> - Help you acquire the knowledge, attitudes, and skills to manage emotions, set positive goals, show empathy, maintain positive relationships. <p>We achieve these through activities such as classroom lessons, individual and small group counseling, and collaboration with others who care about your success.</p> <p>These are some areas we'll be addressing with you this year:</p> <ol style="list-style-type: none"> 1. Naviance: Career Interest Survey 2. Psychology 101 and Exploring Favorite Qualities <p>Here is a link to our high school counseling page with many more helpful resources: https://www.wtps.org/wthscounseling</p> <p>A word about confidentiality.</p>

	<p>What you discuss with your counselor will be kept confidential, meaning, we won't share anything you say unless we have your permission. There are <i>exceptions</i>, however, in certain circumstances, where we need to protect students or other individuals, would we need to contact a school administrator and/or parent.</p> <p>I look forward to working with you again! If you need to contact me for anything or would like to set up a meeting, please email me at (Email Address - May include Remind and/or Youcanbookme).</p> <p>(Note: This will be in Naviance) Please complete this simple survey as soon as possible:</p> <ol style="list-style-type: none"> 1. Last Name 2. First Name 3. Grade 4. What are the three domains of a School Counselor? <ol style="list-style-type: none"> a. Academic Success b. College and Career Readiness c. Social/Emotional Learning d. All of the above 5. T or F In all situations, School Counselors will always keep what you share confidential no matter what. 6. Do you know where to go for more school counseling resources? Yes or No
Practice Content:	Go to WTPS.org > High School > Departments > Counseling
Summarize:	Hopefully this final refresher reminded you of the role of your school counselor and how to seek assistance for school counseling services.
Close:	Conduct Naviance Post-Survey
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	> 500
Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Students take Naviance Post-Survey. • Counselors will run report to determine Tier 2 individual/group needs. 	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): Naviance data will be used to determine Tier 2 interventions.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe): N/A	



Lesson Plan

Lesson Plan for	Semester 1 Naviance: Postsecondary Planning	(lesson title)
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School Counselor:	Grade 12
Target Audience:	Grade 12

Mindsets & Behaviors: (limit of three)	M2: Self-confidence in ability to succeed M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 7: Identify long- and short-term academic, career and social/ emotional goals B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
Building Better People/SEL Competency	Self-Management, Responsible Decision-Making
Lesson	2 Of 3

Learning Target(s)/Competency	
Students will:	Continue to explore career and college/school postsecondary options in Naviance.
Students will:	Continue to create career and college/school lists in Naviance.
Materials:	
Grade 12 ELA Teacher's computer/projector/screen/HDMI cable (for your laptop) WTHS Counseling Webpage www.wtps.org/wthscounseling Student Laptops Naviance Logins WTHS Senior Transcript Release copies	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> • Explain who you are and your role. • Describe the above lesson's Learning Targets/Competencies. • Share the counselors understand how stressful this process can be for seniors. Say, It's like juggling a second job, because it is! • Ask, How are you handling that stress at this point in time? • Let the students respond with examples or you can give an example.
Communicate Lesson Targets:	Describe the above lesson's Learning Targets/Competencies.
Teach Content:	Go to WTPS.org > High School > Departments > Counseling > Career & College Planning - Bookmark this site for easy access all year. - Download POSTSECONDARY PLANNING GUIDE-JUNIORS & SENIORS if you have not already > Turn to Page 3, Table of Contents. Most of you will fall into one of the following: <ul style="list-style-type: none"> • College pg. 5-28 • Career Training pg. 29 • Military pg. 30 • Student-Athlete pg. 31 - Download SENIOR APPLICATION CHECKLIST and review steps.

- Download and complete **SENIOR TRANSCRIPT RELEASE FORM** and return to counselor (if 18 or older) or the counseling office (if parent needs to sign).

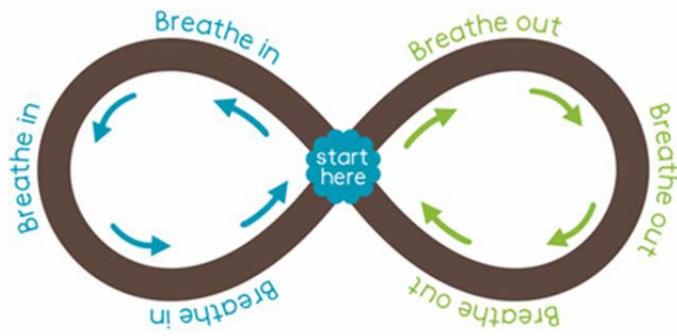
Counseling > Naviance > Login (Counselors use Student, Jennifer Example – jexample, Township1)

- Good idea to bookmark site this as well.
- Show Colleges and Careers tabs: Continue creating your postsecondary lists.
- Start moving colleges/career/military from “I’m thinking about” to “I’m applying to”
- Stay logged in to Naviance for Post-Survey.

Practice Content: Circulate room and ensure students are downloading documents and navigating Naviance. Assist with student questions.

Summarize: By having postsecondary plans and stress relieving resources close at hand now, the rest will become easier. Refer to stress relieving and mindfulness activities below:

THE 856
 Exhale deeply, loudly through the mouth for 8 seconds
 Inhale through nose for 5 seconds
 Hold breath for 6 seconds
 Repeat



Close:

- Conduct Naviance Post-Survey:
 1. Naviance > About Me > My Surveys, and take survey under “surveys not started”

	<p>2. High School Counseling Secretary will email template message to all parents via PowerSchool with additional email from Naviance with parent login information and a summary of what was presented in class (Parents will be encouraged to check what their student has explored in Naviance during the lesson).</p> <p>- Email seniors and their parents via PowerSchool about Senior Postsecondary Planning Night with embedded links.</p>
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Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*

Participation Data:

Anticipated number of students:	> 500
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Planned length of lesson(s):	45 minutes
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Mindsets & Behaviors Data:

- Students take Naviance Post-Survey after lesson.
- Counselors will run report to determine Tier 2 individual/group needs.

Outcome Data: (choose one)

- Achievement (describe): Naviance Report: Connections > Surveys > 20XX Senior Post Survey > responses > Full detail excel csv > Filter by your students to determine Tier 2 interventions.
- Attendance (describe):
- Discipline (describe): N/A



Lesson Plan

Lesson Plan for	Semester 2 Transition/Life Readiness	(lesson title)
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School Counselor:	Grade 12
Target Audience:	Grade 12
Mindsets & Behaviors: (limit of three)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B-SS 3. Create relationships with adults that support success
Building Better People/SEL Competency	Responsible Decision-Making
Lesson	3 Of 3

Learning Target(s)/Competency	
Students will:	Students investigate who their support network may be and identify those members.
Students will:	Students will see how others have decided to leave home and list pros and cons to leaving home after high school.
Materials:	
Naviance, laptops, HDMI cord. Naviance lessons will be “assigned” as tasks ahead of time.	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> • Explain who you are and your role. • Describe the above Learning Targets/Competencies. • Say, High school is coming to a close. Let’s consider some decisions you will face in the future as well as who will be there to support you after high school.

Communicate Lesson Targets:	Say, We would like to review the concept and importance of support systems. We want to guide you through the process of deciding if you should leave home for college or an apartment, and when.
Teach Content Part 1:	<ul style="list-style-type: none"> • Go to My Planner > My Tasks > “My support network” Naviance lesson in Naviance <ul style="list-style-type: none"> ○ Read about where people in their support network may exist. ○ List at least six members of their support network. ○ Sort members of their support network into categories. ○ Choose one member of their support network and make a plan to utilize them in the future.
Practice Content Part 1:	<ul style="list-style-type: none"> • Discuss the meaning of support networks with students, especially for the next chapter of their lives after high school. • Share your own experience with a member of your support network. • Allow students to share about how a member of their support network has impacted them.
Teach Content Part 2:	<ul style="list-style-type: none"> • Go to My Planner > My Tasks > “Leaving home” Naviance lesson <ul style="list-style-type: none"> ○ View a video including students who have and have not decided to leave home. ○ After viewing the video, read about leaving home, including questions they should consider during their own decision making process. ○ After brainstorming, choose three of their unique qualities to focus on and highlight Examples: Money, independence, taking care of family members, close to friends, etc. ○ Make a plan to discuss their post-high school plan with their family.
Practice Content Part 2:	<ul style="list-style-type: none"> • Discuss your own decision to leave home (or not leave home). • Do students have any examples of siblings staying or leaving for college? What was their experience? • Discuss the video with the class. What resonated most? • In groups, students discuss the pros and cons of leaving home. • Question and answer session on leaving home.
Close:	<ul style="list-style-type: none"> • Relate content to Responsible Decision-Making, Relationship Skills. • Conduct Naviance Post-Survey
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	> 500
Planned length of lesson(s):	45 min
Mindsets & Behaviors Data:	
▪ Students take Naviance Post-Survey after lesson.	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): Naviance Report: Connections > Surveys > Senior Post-Survey > responses > Full detail excel csv > Filter by your students to determine Tier 2 interventions.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe): N/A	