



# 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):	11					
Duration:	Full Year:	X	Semester:	N/A	Marking Period:	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><b><u>District School Counseling Department Vision/Mission</u></b> 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><b><u>Grade 11 Major Units of Study:</u></b> <b>Semester 1/September</b> – Re-Introduction to the High School Counselor <b>Semester 1</b> – Naviance: Careers and Clusters Postsecondary Planning <b>Semester 2</b> – Naviance: Resume Writing <b>Semester 2</b> – Personalized Student Learning Plan: Scheduling Advisement</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

**Written:** Summer 2020

**Revised:**

**BOE Approval:**

<b>Unit Title:</b> Grade 11 High School Comprehensive School Counseling Program	
<b>Unit Description:</b> Develop academic success, college and career readiness, and social/emotional development necessary to achieve student goals in all areas.	
<b>Unit Duration:</b> <b>Semester 1/September</b> – Re-Introduction to the High School Counselor <b>Semester 1</b> – Naviance: Careers and Clusters Postsecondary Planning <b>Semester 2</b> – Naviance: Resume Writing <b>Semester 2</b> – Personalized Student Learning Plan: Scheduling Advisement	
<b>Desired Results</b>	
<b>Standard(s): ASCA Mindsets &amp; Behaviors</b> 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 M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 1 Demonstrate critical-thinking skills to make informed decisions B-SS 3 Create relationships with adults that support 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 B-LS 5 Apply media and technology skills	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>There are ways to explore postsecondary (colleges/trade/military) options via Naviance.</li> <li>Saving career clusters and adding to "Colleges I'm thinking about" in Naviance is a learning and communication tool.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Where can you go to revisit the information provided in this lesson?</li> <li>How do your decisions in school affect your future career plans?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Teacher observation and referral</li> <li>School Counselor SIS Log Entries</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL Universal Screener	
<b>Learning Plan</b>	
<b>Learning Activities:</b> Refer to attached ASCA Lesson Plans  <b>Resources:</b> ASCA, Naviance, Bulding Better People/SEL	

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Ask students challenging, thought-provoking and enriching open-ended questions.
<b>Struggling Learners</b>	Frequently check for understanding, repeat directions, chunk information. Consult with classroom teacher.
<b>English Language Learners</b>	Offer multicultural perspectives on topics and check for understanding of vocabulary. Rephrase as needed.
<b>Learners with an IEP</b>	<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"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

Interdisciplinary Connections
<p><b>Indicators:</b>  NJSLA English Language Arts NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Integration of 21 <sup>st</sup> Century Skills
<p><b>Indicators:</b>  NJSLC 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</p>



## Lesson Plan

Lesson Plan for	<b>Semester 1/September</b> Re-Introduction to High School Counselor	(lesson title)
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School Counselor:	Grade 11
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Target Audience:	Grade 11		
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	Self-Management, Relationship Skills		
Lesson	1	Of	3

Learning Target(s)/Competency	
Students will:	Review 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 <a href="http://www.wtps.org/wthscounseling">www.wtps.org/wthscounseling</a> 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"> <li>• Explain who you are and your role.</li> <li>• Ask if anyone knows what a learning style is</li> <li>• Ask, Why do you think it's important to know what your learning style is?</li> <li>• Say, Knowing what your learning style is can help you understand the ways you learn best, enforce the right study skills, and get organized.</li> </ul>
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 this 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"> <li>• <u>Academic Success</u> - Help select appropriate courses and provide assistance if you begin to struggle academically.</li> <li>• <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.</li> <li>• <u>Social/Emotional Development</u> - Help you acquire the knowledge, attitudes, and skills to manage emotions, set positive goals, show empathy, maintain positive relationships.</li> </ul> <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"> <li>1. Naviance: Career Interest Survey</li> <li>2. Psychology 101 and Exploring Favorite Qualities</li> </ol> <p>Here is a link to our high school counseling page with many more helpful resources:</p> <p><a href="https://www.wtps.org/wthscounseling">https://www.wtps.org/wthscounseling</a></p>

	<p>A word about <b>confidentiality</b>.          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"> <li>1. Last Name</li> <li>2. First Name</li> <li>3. Grade</li> <li>4. What are the three domains of a School Counselor?             <ol style="list-style-type: none"> <li>a. Academic Success</li> <li>b. College and Career Readiness</li> <li>c. Social/Emotional Learning</li> <li>d. All of the above</li> </ol> </li> <li>5. T or F In all situations, School Counselors will always keep what you share confidential no matter what.</li> </ol> <p>Do you know where to go for more school counseling resources? Yes or No</p>
Practice Content:	Go to WTPS.org > High School > Departments > Counseling
Summarize:	Hopefully this 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"> <li>• Students take Naviance Post-Survey.</li> <li>• Counselors will run report to determine Tier 2 individual/group needs.</li> </ul>	
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	<b>Semester 1</b> Naviance: Career and Clusters Postsecondary Planning	(lesson title)
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School Counselor:	Grade 11			
Target Audience:	Grade 11			
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-Awareness, Self-Management, Responsible Decision Making			
Lesson	2	Of	4	

Learning Target(s)/Competency	
Students will:	Explore potential postsecondary (colleges/trade/military) options based on interests, academics, location, etc.
Students will:	Explore Naviance Career Clusters and how that will relate to adding "Colleges I'm thinking about" in list.
Materials:	
Grade 11 Social Studies Teacher's computer/projector/screen/HDMI cable (for your laptop) WTHS Counseling Webpage <a href="http://www.wtpps.org/wthscounseling">www.wtpps.org/wthscounseling</a> Student Laptops Naviance Logins	
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"> <li>Explain who you are and your role.</li> <li>Describe the above Learning Targets/Competencies.</li> <li>Ask, How many of you are unsure of what you want to do after high school?</li> <li>Say, Planning for after high school can be confusing. I'm here today to help you explore potential careers and schools.</li> </ul>
Communicate Lesson Targets:	Say, Today we will begin to compile a list of careers and schools you may be interested in pursuing, along with the tools on how to get there.

Teach Content:	<p>Go to WTPS.org &gt; High School &gt; Departments &gt; Counseling &gt; Career &amp; College Planning</p> <p>- Download <b>POSTSECONDARY PLANNING GUIDE-JUNIORS &amp; SENIORS</b>: Explain how this a resource to get students organized with the process.</p> <p>Go to WTPS.org &gt; High School &gt; Departments &gt; Counseling &gt; Juniors</p> <p>- Download <b>Junior Year Planning Tools</b> form: Explain how it is a resource to get you organized and offer a timeline for the school year.</p> <p>Go to Counseling &gt; Naviance &gt; Naviance Login (Counselor login: jexample, Township1)</p> <p>- Tell students to bookmark this site</p> <p>- Click on Careers &gt; Home</p> <p>- Say, This is where you can Explore Careers and Clusters. Some of your counselors have done this with you and explain how to research.</p> <p>- Next click on Colleges &gt; Home &gt; Find your Fit &gt; SuperMatch</p> <p>- Select Criteria to Start</p> <p>- Explain that “colleges” is a general term for all things postsecondary, so military and trade is also listed.</p> <p>- Tell students to begin adding criteria, explain that PSAT scores can be an indicator of SAT potential.</p> <p>- Have students start clicking the heart icon for desirable colleges/trade/military options</p> <p>- Have students check “Colleges I’m thinking about” list is updated.</p> <p>Stay logged into Naviance for lesson Naviance Post-Survey - The counselors would like to gather your feedback.</p> <p>- About Me &gt; My Surveys &gt; Surveys Not Started &gt;20XX Junior Post-Survey</p>
Practice Content:	<p>Circulate room and ensure students are downloading documents.</p> <p>Search and save postsecondary (colleges 2-year, colleges 4-year, trade, military) options.</p>
Summarize:	<p>Save postsecondary options to “Colleges I’m thinking about” list and continue to explore and add.</p>
Close:	<ul style="list-style-type: none"> <li>• Relate content to responsible decision making, self-awareness, and self-management.</li> <li>• Encourage students to explore in Naviance Careers, which may determine postsecondary paths. <ul style="list-style-type: none"> <li>- Say: For example, if you want to go to college but you’re not sure what you want to major in, look at colleges that offers many majors.</li> </ul> </li> <li>• Conduct Naviance Post-Survey <ol style="list-style-type: none"> <li>1. About Me &gt; My Surveys &gt; Surveys Not Started &gt;20XX Junior Post Survey</li> <li>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).</li> </ol> </li> </ul>
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 students
Planned length of lesson(s):	45 minutes
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 Junior Post Survey > responses > Full detail excel csv > Filter by your students to determine Tier 2 interventions.

☒ Attendance (describe): Have 100% participation.

Discipline (describe): N/A

# Lesson Plan

Lesson Plan for	<b>Semester 2</b> Naviance: Resume Writing	
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School Counselor:	Grade 11
Target Audience:	Grade 11
Mindsets & Behaviors: (limit of three)	M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 5 Apply media and technology skills
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision Making
Lesson	3      Of      3

Learning Target(s)/Competency	
Students will:	Share anonymously something unique about yourself.
Students will:	Understand the purpose of a resume and how to develop one in Naviance.
Materials:	
Grade 11 Social Studies Teacher's computer/projector/screen/HDMI cable (for your laptop) WTHS Counseling Webpage <a href="http://www.wtps.org/wthscounseling">www.wtps.org/wthscounseling</a> Student Laptops Naviance Logins	
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"> <li>• Explain who you are and your role.</li> <li>• Describe the above Learning Target/Competencies.</li> <li>• Say, Fill out on an index card/post-it note to share something unique about you. Keep it to yourself for now.</li> <li>• Ask, Now who know's what a resume is? Can someone explain its purpose? The unique quality you wrote down will be displayed in your resume.</li> </ul>
Communicate Lesson Targets:	Say, Today we will begin a to create a resume in Naviance, which is a document presented to employers and colleges to outline your education, background, skills, and accomplishments.
Teach Content:	Go to <i>Counseling &gt; Naviance &gt; Naviance Login (Counselor login: jexample, Township1)</i> - Tell students to bookmark this site - Click on About Me > My Stuff > Resume - Say, This is where you will begin to work on your resume - Explain that counselors and teachers will have access to this which will help them get

	<p>a better understanding of you as they prepare your letter of recommendation.</p> <p>- Tell students to begin adding criteria based on sub-heading within the resume format.</p> <p>Stay logged into Naviance for lesson Naviance Post-Survey - The counselors would like to gather your feedback.</p> <p>- About Me &gt; My Surveys &gt; Surveys Not Started &gt; 20XX Junior Post-Survey</p>
Practice Content:	Circulate room and ensure students are working on their resume and provide assistance.
Summarize:	Remind students that we are all unique and the resume is a great tool to share your uniqueness with others.
Close:	<ul style="list-style-type: none"> <li>• Relate content to Self-Awareness, Self-Management, and Responsible Decision Making.</li> <li>• Encourage students to continue to explore Naviance independently.</li> <li>• Conduct Naviance Post-Survey:             <ol style="list-style-type: none"> <li>1. About Me &gt; My Surveys &gt; Surveys Not Started &gt; 20XX Junior Post-Survey</li> <li>2. High School Counseling Secretary will email templated message to all parents via Naviance with 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 this lesson).</li> </ol> </li> </ul>
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 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Students take Naviance Post-Survey after lesson.</li> <li>• Counselors will run report to determine Tier 2 individual/group needs.</li> </ul>	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): Naviance Report: Connections > Surveys > 20XX Junior 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	

# Lesson Plan

Lesson Plan for	<b>Semester 2</b> Personalized Student Learning Plan (PSLP): Scheduling Advisement	(lesson title)
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School Counselor:	Grade 11			
Target Audience:	Grade 11			
Mindsets & Behaviors: (limit of three)	M6 Positive attitude toward work and learning B-LS 4 Apply self-motivation and self direction to learning B-SMS 6 Demonstrate ability to overcome barriers to learning			
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision-Making			
Lesson	4	Of	4	

Learning Target(s)/Competency	
Students will:	Explore departments/courses/credits, assessments, extra curricular activities, and postsecondary goals.
Students will:	Apply your learning style to make decisions about your future.
Materials:	
Grade 12 Personalized Student Learning Plan WTHS Counseling Webpage <a href="http://www.wtps.org/wthscounseling">www.wtps.org/wthscounseling</a> Student Laptops PowerSchool Naviance Logins Scheduling Advisement Forms	
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"> <li>Explain the process of appropriately selecting courses/credits and understand academic units related to student's learning style.</li> <li>How to select courses that match to your future goals, assessment results, and extracurricular activities.</li> </ul>
Communicate Lesson Targets:	Explain above Learning Targets/SEL Competencies.
Teach Content:	Explain purpose of the PSLP, accompanying forms, and Naviance.
Practice Content:	Explore options in PowerSchool related to assessments and Naviance results.
Summarize:	Reiterate information on PSLP.
Close:	<ul style="list-style-type: none"> <li>Relate content to SEL competencies to learning.</li> <li>Encourage students to use tips and tools that apply to their PowerSchool portal and Naviance learning style.</li> </ul>
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	

Anticipated number of students:	> 500
Planned length of lesson(s):	25 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Students data accessbile in PowerSchool and Naviance.</li> <li>• Counselors will determine Tier 2 individual/group needs.</li> </ul>	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): PowerSchool and Naviance data reviewe by counselor and will determine Tier 2 individual/group needs.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe): N/A	