## TABLE OF CONTENTS

- Committee Members ..................................................................................................................... 1
- Introduction ........................................................................................................................................ 2
- Program Foundation .......................................................................................................................... 2
  - Standard 1: Mission and Philosophy .......................................................................................... 2
  - Standard 2: Goals ....................................................................................................................... 3
  - Standard 3: Student Competencies ............................................................................................ 3
  - Standard 4: Policies and Procedures ......................................................................................... 4
- Program Delivery System .................................................................................................................. 5
  - Standard 5: Curriculum ............................................................................................................... 5
  - Standard 6: Individual Planning .................................................................................................. 5
  - Standard 7: Responsive Services ............................................................................................... 5
  - Standard 8: Collaboration Within and Outside the School Community ..................................... 6
- Program Management ....................................................................................................................... 6
  - Standard 9: Program Management and Maintenance ............................................................... 6
- Program Accountability ..................................................................................................................... 7
  - Standard 10: Program Evaluation and Accountability ............................................................... 7
- Elementary School ............................................................................................................................ 8
  - Overview ....................................................................................................................................... 8
  - Second Steps program ............................................................................................................... 9
- Middle School .................................................................................................................................. 10
  - Overview ..................................................................................................................................... 10
  - Pacing Guide for School Counseling Lessons .......................................................................... 11
  - Pacing Guide for School Counseling Events ............................................................................. 12
  - Pacing Guide for Parent Activities ............................................................................................ 13
  - Grade 5 (entering 6) .................................................................................................................... 14
  - Grade 6 ....................................................................................................................................... 15
  - Grade 7 ....................................................................................................................................... 49
  - Grade 8 ....................................................................................................................................... 72
- High School ..................................................................................................................................... 89
  - Overview ...................................................................................................................................... 89
  - Pacing Guide for Lessons and Parent Activities ....................................................................... 90
  - Pacing Guide for Individual Planning Sessions ........................................................................ 92
  - Grade 9 ....................................................................................................................................... 93
  - Grade 10 ................................................................................................................................. 124
  - Grade 11 ................................................................................................................................. 133
  - Grade 12 ................................................................................................................................... 148
COMMITTEE MEMBERS

The following staff made significant contributions to the development of the Waterford Public Schools K-12 School Counseling Curriculum:

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- Stephanie DiNatali  School Counselor, Clark Lane Middle School
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- Craig Powers  Assistant Superintendent
- Kelly White  School Counselor, Waterford High School
INTRODUCTION
The Waterford School Counseling Program developed by the counseling staff, K-12, is an integral part of the educational process and addresses the academic, career, and personal/social needs of all students. The program, which is collaborative in nature, is delivered primarily through a counseling curriculum, but also includes individual planning sessions, management and accountability components.

PROGRAM FOUNDATION

Standard 1: Mission and Philosophy

Mission Statement
To provide all students with a comprehensive developmental school counseling program designed to support their individualized academic, personal/social and career goals.

Philosophy
The School Counseling Program at Waterford Public Schools is founded on the belief that all students are unique. The delivery of our program is differentiated in order to support students in reaching their fullest potential in both their educational and career development. This is achieved by giving all students the opportunity to participate in educational and occupational exploration in an environment that is safe, caring and encouraging. School counselors foster collaboration between all stakeholders in this endeavor: students, staff, faculty, family and community. In doing so, school counselors establish a support system that ensures all students are equipped with the knowledge and the skills to become lifelong learners and productive members of society.

The School Counselors of Waterford Public Schools provide services to students, parents, school staff and the community through:

- **School counseling core curriculum**: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered systematically by school counselors in classroom and group activities.
- **Individual student planning**: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services**: Responsive services are activities designed to meet students’ immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
- **Indirect Student Services**: Indirect services are provided on behalf of students as a result of the school counselors’ interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

*Adapted from the American School Counselor Association National Model*
Standard 2: Goals
Goals address the general outcomes to which the Waterford School Counseling Program is committed:

Academic Development
1. **Skills for Learning**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. **School Success**: Students will employ strategies to achieve success in school.
3. **Academics to Life Success**: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

The focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals, and developing a plan to achieve them, and relating school to life experiences.

Career Development
4. **Investigate Careers**: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.
5. **Career Success**: Students will employ strategies to achieve future career success and satisfaction.
6. **Relationship Between School and Work**: Students will understand the relationship between personal qualities, education and training, and the world of work.

The career content area focuses on developing career awareness, employment readiness, acquiring knowledge to identify career goals, and on the acquisition and application of information and skills to achieve career goals.

Personal/Social Development
7. **Respect for Self and Others**: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
8. **Goal Setting and Attainment Skills**: Students will make decisions, set goals and take appropriate action to achieve goals.
9. **Survival and Safety Skills**: Students will understand safety and survival skills.

The personal/social area addresses the issues of acquiring self-knowledge, interpersonal and personal safety skills, and the application of self-knowledge to career and educational planning, and life roles and events.

Standard 3: Student Competencies
Student competencies for the Waterford Counseling Curriculum are based on a formal needs assessment of the school and district stakeholders, which was conducted to focus the program on specific areas of knowledge, attitudes and skills that provide a foundation for students to become productive 21st century learners. The competencies for the Waterford Program are based on the nine ASCA standards, the Connecticut program goals and the individual needs identified for their district. A
written format of goals and competencies serves as a guide for delivering the curriculum across grade levels. Competencies identify:

- Clear, specific skills to be achieved by the student
- Attitudes and attributes for students to acquire
- A balance among the three domains of student development, academic, career, and personal/social

**Standard 4: Policies and Procedures**
The Waterford school counseling program requires that regulations and procedures are in place, clearly defined, and communicated to stakeholders to ensure compliance with Board of Education policies and Administrative guidelines. They include the following:

- Academic Course Placement/Requests
- Add/Drop Procedures
- Advanced Placement
- Appointment with the school counselor
- Child Abuse, Suicide Ideation, and Self-Injurious Behavior
- College Career Pathways
- Confidentiality
- Course/Schedule Changes
- Credit Recovery
- Crisis Response Team.
- Early College Experience
- Grading Expectations
- Homebound Instruction
- Maintenance of Student Records
- New Student Registration
- Outside Coursework Evaluation
- Scientific Research Based Interventions (SRBI) Support
PROGRAM DELIVERY SYSTEM

Standard 5: Curriculum
The school counseling curriculum is based on a needs assessment of the student population served by the school counseling program. The curriculum is delivered to all students and supports the goals of the district’s strategic plan for student academic improvement. There is a written curriculum of the school counseling instructional program delivered and/or coordinated by school counselors, which is integrated across the content areas – academic, career, and personal social development. The curriculum component:

- is planned;
- ongoing and systematic in delivery;
- includes a clear explanation of the scope and sequence of its units of instruction;
- clearly outlines the goals and competencies students will achieve at each grade level; and
- indicates the methods and time lines for delivery of units of instruction to each grade.

Standard 6: Individual Planning
The school counseling program provides ongoing systematic activities and services to help all students in developing, monitoring and evaluating their own academic personal and career goals. There is a systematic delivery of individual student planning sessions on an annual basis beginning in grade 6 and continuing through the high school years. These sessions, which begin in the middle school, result in Student Success Plans for each student through the collaborative efforts of school counselors, the advisor-advisee system, parents, teachers, and administrators.

Standard 7: Responsive Services
The procedures, activities and services of the Waterford school counseling program ensure appropriate and timely response to immediate needs of students.

- Intervention services are delivered through individual and/or group counseling.
- Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff.
- The consultation process is used by school counselors to share and exchange information to help students succeed in their academic, career and personal/social development.
- Participation on school based teams with other specialists and/or community professionals used by school counselors to identify services for students in need.
Standard 8: Collaboration Within and Outside the School Community
The school counselor conducts informational and skill building workshops for parents/guardians that complement the school counseling curriculum. School counselors contribute to the school community through the following activities:

- Delivery of a school counseling program that supports the school’s mission and goals of improvement;
- School counselors collaborate with community leaders to identify resources for student development and interventions;
- School counselors consult with teachers, administrators, and parents regarding student needs;
- School counselors provide professional development and information to faculty and staff on student related issues;
- School counselors provide workshops and information sessions for parents;
- School counselors have a plan to communicate program goals, outcomes, activities and services to all constituents served by the school counseling program.

PROGRAM MANAGEMENT
Standard 9: Program Management and Maintenance
The administration and management of a comprehensive school counseling program require an ongoing support system. This component consists of management activities that establish, maintain, and enhance the total school counseling program with evidence of the following:

- School counselor role and function statement
- Supervision and evaluation of school counselor performance
- Role statement for the supervisor of the school counseling program
- The establishment of an advisory council
- Professional development activities
- Management tasks that support the implementation of the comprehensive school counseling program
- Demonstration of professionalism by working within the ethical standards of the state and national school counselor associations
- Method to determine that all aspects of the school counseling program are being implemented on a consistent basis by the counselors, i.e., weekly schedule and monthly summary report
- Pacing guides that determine the schedule for implementation of curriculum and individual planning
PROGRAM ACCOUNTABILITY

Standard 10: Program Evaluation and Accountability
Accountability is central to the Waterford School Counseling Program. The school counseling staff will implement the following accountability measures to ensure the implementation, integrity and effectiveness of the program.

- Individual planning sessions for all students will be conducted by school counselors on an annual basis, 6-12, to include parent involvement in grade 11;
- Self-studies will be completed on an annual basis to ensure that the ten program standards are being implemented;
- Periodic needs assessments will be conducted to determine relevant student needs for the purpose of updating the school counseling curriculum; and
- Surveys will be conducted periodically to obtain feedback from stakeholders regarding program effectiveness.
Social Emotional Learning Curriculum for Elementary School

OVERVIEW

Developmental Needs of Elementary School Students
Social, emotional, and cognitive development are interdependent, research shows that children need social and emotional competence to succeed in school. The developmental needs of elementary school students vary from student to student and school to school, with classroom teachers working to provide the most valuable learning experience and meeting each of those needs in every child. The development of a child’s social emotional skills will impact their learning and growth throughout school and life, and teaching children how to self-regulate their emotions will lead to positive learning and life experiences. Students who are socially and emotionally skilled score higher on standardized tests, and social and emotional competence leads to greater academic competence over time.

Social Emotional Learning Curriculum at Waterford Elementary Schools
Classroom teachers help all students improve academic achievement, support personal and social-emotional development, and assist with all levels of student achievement. Classroom teachers will focus on developmental issues and skills which are addressed through the Second Step program and lessons adapted from the The Zones of Regulation program.

Second Step is a social-emotional curriculum program for children PK-Grade 5, which bridges with the Waterford Grades 6-12 School Counseling curriculum. Second Steps also aligns with the districts work tiered classroom instruction and the Common Core Learning Standards.

Topics to be Covered
- Skills for Learning
- Empathy
- Emotional management
- Problem solving
- Self-regulation
- School connectedness

The lessons adapted from The Zones of Regulation were created by staff at Quaker Hill School who received a grant to implement school wide. The Zones of Regulation are a conceptual framework used to teach students self-regulation. It allows students to use tools and strategies to identify and regulate emotions and responses.

Self-regulation can go by many names such as self-control, self-management, anger-control and impulse-control. These terms describe people’s ability to adjust their level of alertness and how they display their emotions through their behavior to attain goals in socially adaptive ways.

To be successfully self-regulated, three critical neurological components need to be integrated: sensory processing, executive functioning and emotional regulation.

Foundational lessons and periodic maintenance lessons will be taught across elementary school settings. Special education staff and classroom teachers will extend learning through additional lessons to meet the needs of their individual classroom needs.
The **Second Step Program Promotes**

- School success
- School connectedness
- Safe and respectful school climate

**By** directly teaching students the skills that strengthen their ability to:

- Learn
- Have empathy
- Solve problems

---

### Skills for Learning

- Students who can self-regulate are better able to participate in and benefit from classroom instruction.

- The program promotes development of students’ self-regulation skills. It provides practice through games for Kindergarten–Grade 3 and through instruction in Skills for Learning across all grades.

- Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units.

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### Empathy

- Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others.

- The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others.

- These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success.

---

### Emotion Management

- Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors.

- The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors.

- Calm students are better able to use other skills, such as problem solving, to help them get along better with others and make good choices.

---

### Problem Solving

- Students who can solve interpersonal conflicts with peers are less likely to engage in impulsive or aggressive behaviors.

- The program teaches students to use four Problem-Solving Steps after calming down.

- Creating a neutral problem statement, generating safe and respectful solutions, and evaluating the consequences of these solutions steers students toward selecting prosocial solutions.

---

The **Second Step Program Prevents**

- Problem behaviors
- Peer rejection
- Impulsivity

**By** developing students’:

- Self-regulation skills
- Social-emotional competencies
- School connectedness

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Second Step: Skills for Social and Academic Success
OVERVIEW

Developmental Needs of Middle School Students
Middle school can be a challenging time for students, their parents and teachers. There are increased academic demands and social pressures for middle school students which impacts their identity. They are heavily influenced by their peer group and searching for a place to belong. During these pre-adolescent years, students are beginning to develop an understanding of who they are and how their thoughts and actions impact others in a positive or negative way. They are building their communication and critical thinking skills to foster healthy relationships with others and become responsible citizens. Middle school is a time for students to take ownership of their learning and to acquire the appropriate study habits and social skills necessary for success in high school.

School Counseling Curriculum at Clark Lane Middle School
School Counselors help all students improve academic achievement, support personal and social development, and assist with college and career planning. School counselors meet with every student through individual meetings, groups and classroom lessons. These developmental issues are addressed through the academic, career, and personal/social goals of the counseling curriculum, which cover the broad areas of transition issues, peer relationships, academic competencies (i.e., study skills, homework, time management), and future education/career planning. Individual planning sessions that begin in middle school are initiated in grade 6. They assist the students to analyze their abilities and interests, and determine short and long-term goals.

Topics to be Covered
- Transition from grade 5 to grade 6 for students and parents
- Transition for grade 8 to grade 9 for students and parents
- Academic expectations, school activities and support system
- Study skills, homework and time management
- Respect for others and stereotypes
- Developing academic SMART goals and goal setting
- Individual planning/course planning
- Parent meetings and presentations
- Conflict resolution
- Self-advocacy, self-directed learning and assertive communication
- Healthy friendships and respecting personal boundaries
- Coping strategies and managing stress
- Introduction to post-secondary education options and careers
- Growth mindset and building self-awareness
# PACING GUIDE FOR SCHOOL COUNSELING LESSONS

<table>
<thead>
<tr>
<th>Month</th>
<th>Grade 5 (transition)</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
</table>
| August        | 6th Grade Orientation
Introduction to School Counselor | Career exploration (Naviance)
Rude/Mean/Bullying (T1 Health students) | Post-secondary planning/Naviance (T1 Wellness students) |                               |
| September     | CLMS Resources for Success                               | Stereotypes
Say Something Week Events | WHS & Tech School Presentations
LANcer Walk
Say Something Week Events |                               |
| October       | Time Management
Say Something Presentation (Sandy Hook presenter) | Bullying/Social Media
Rude/Mean/Bullying (T2 Health students) | Post-secondary planning/Naviance (T2 Wellness students) |                               |
| November      | Coping Skills                                             | Self-Advocacy                               |                               |                               |
| December      | Communication Styles                                      | Bullying/Social Media
Rude/Mean/Bullying (T2 Health students) | Post-secondary planning/Naviance (T2 Wellness students) |                               |
| January       | S.M.A.R.T. Goals/Intro to Naviance                        | Career Day interest survey                  | Intro to WHS and Plan of Studies
Draft of 9th grade schedule |                               |
| February      | Growth Mindset                                            | Career Day                                  | High School course selections |                               |
| March         | Empathy
Respecting Personal Boundaries                          | Gossip/Rumors Lesson
Rude/Mean/Bullying (T3 Health students) | Post-secondary planning/Naviance (T3 Wellness students)
Finishing Middle School Strong/Growth Mindset |                               |
| April         | Healthy Friendships                                       |                                             |                               |                               |
| May           | Introduction to Clark Lane Middle School                  | Course planning for 7th grade
Course selections |
Course planning for 8th grade
Course selections |                               |
# PACING GUIDE FOR EVENTS AND ACTIVITIES

<table>
<thead>
<tr>
<th>Months</th>
<th>Theme</th>
<th>Activities/Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Welcome Back</td>
<td>New student pizza lunch&lt;br&gt;Lunch groups</td>
</tr>
<tr>
<td>October</td>
<td>Friendship</td>
<td>Say Something Week&lt;br&gt;Mix it Up at Lunch Day</td>
</tr>
<tr>
<td>November</td>
<td>Thankfulness</td>
<td>Thankful leaf activity&lt;br&gt;Morning announcements featuring students/staff indicating what they are thankful for&lt;br&gt;Thank you cards</td>
</tr>
<tr>
<td>December</td>
<td>Winter Wonderland</td>
<td>Schoolwide decorating and winter celebration</td>
</tr>
<tr>
<td>January</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>The Role of the School Counselor</td>
<td>Events connected to National School Counseling Week&lt;br&gt;Career Day</td>
</tr>
<tr>
<td>March</td>
<td>Be YOURself/Be Real</td>
<td>Love your “SELFIE” : Mirrorless monday, no Make-Up, No Brand</td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Transition month</td>
<td>5th Grade student visits and introduction to CLMS&lt;br&gt;New student/parent information sessions</td>
</tr>
<tr>
<td>June</td>
<td>End of year recognitions</td>
<td>8th grade student award ceremony</td>
</tr>
</tbody>
</table>
# Pacing Guide for Parent Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Back to School Night</td>
<td>Back to School Night</td>
<td>Back to School Night</td>
</tr>
<tr>
<td>October</td>
<td>Coffee with the Counselors</td>
<td>Coffee with the Counselors</td>
<td>Coffee with the Counselors</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td>2 parent presentations about high school options (9AM, 12 PM)</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td>1 parent presentation about high school options (2:30 PM)</td>
</tr>
<tr>
<td>January</td>
<td>Coffee with the Counselors</td>
<td>Coffee with the Counselors</td>
<td>Coffee with the Counselors</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td>Parent event at WHS: <em>Introduction to WHS</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daytime parent event at CLMS: <em>Introduction to WHS</em></td>
</tr>
<tr>
<td>March</td>
<td>New Student Info Sessions for Parents</td>
<td>New Student Info Sessions for Parents</td>
<td>New Student Info Sessions for Parents</td>
</tr>
<tr>
<td>April</td>
<td>New Student Info Sessions for Parents</td>
<td>New Student Info Sessions for Parents</td>
<td>New Student Info Sessions for Parents</td>
</tr>
<tr>
<td></td>
<td>Coffee with the Counselors</td>
<td>Coffee with the Counselors</td>
<td>Coffee with the Counselors</td>
</tr>
<tr>
<td>May</td>
<td>New Student Info Sessions for Parents</td>
<td>New Student Info Sessions for Parents</td>
<td>New Student Info Sessions for Parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5th grade Parent Night</td>
</tr>
</tbody>
</table>
GRADE 5

Lesson Title: Introduction to Clark Lane Middle School

ASCA National Standards

Domain: Academic Development
A: A1: Improve Academic Self-concept
A: A2: Acquire Skills for Improving Learning

Domain: Personal/Social Development
PS: A1: Acquire Self-knowledge
PS: A2: Acquire Interpersonal Skills
PS: C1 Acquire Personal Safety Skills

Students will:
- Identify attitudes and behaviors that lead to successful learning
- Use communications skills to know when and how to ask for help when needed
- Distinguish between appropriate and inappropriate behavior
- Learn how to make and keep friends
- Learn how to cope with peer pressure

Essential Question(s):
What do I need to know about the middle school?

Instructional Strategies/Lesson/Activities:
1. 5th grade students will be dropped off at the middle school and go to the library. The school counselors will introduce themselves and the plan for the visit. School counselors will present a PowerPoint to students about what to expect at Clark Lane Middle School.
2. 8th grade leaders will then bring 5th graders to the cafeteria to have lunch and play a trivia game about facts about Clark Lane Middle School.
3. After lunch, 8th grade leaders will divide students into smaller groups to go on tours of the school.
4. All students will meet in the library at the end of the session for a closing statement by school counselors.

Materials/Resources:
- Library
- Cafeteria
- PowerPoint

Assessment Strategy:
Students provide accurate information in the group discussion and School Counselors receive feedback from Grade 5 teachers on the student’s experiences.
Lesson Title: PowerSchool and Grades

ASCA National Standards

Domain: Academic Development
A: A2 Acquire Skills for Improving Learning
A: A3 Achieve School Success
A: B1 Improve Learning

Students will:
- Learn how to access and utilize tools to improve student learning outcomes.
- Understand how to interpret grade information in PowerSchool.
- Be encouraged to get involved in the school community.

Essential Question(s):
How do teachers utilize grades in middle school?
What tools are available to help me be successful in middle school?

Instructional Strategies/Lesson/Activities:
1. School counselor will facilitate a conversation with students utilizing PowerPoint.
2. Each student will receive their personal PowerSchool login information
3. Students will use Chromebooks to login the PowerSchool account and click through each of the features (grades, attendance, school bulletin information, etc.).

Materials/Resources:
- PowerPoint
- Individual student PowerSchool login information
- Chromebooks

Assessment Strategy:
Each student will login to PowerSchool and show school counselor how to click on attendance, grades and school bulletin information.
School Counseling Curriculum for Middle School

CLMS Resources for Success

CLARK LAKE MIDDLE SCHOOL
GRAD3 6-8
SCHOOL COUNCILING DEPARTMENT

New Grading System

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle/High</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = exceeds grade level expectation</td>
<td>A+ = 97-100</td>
</tr>
<tr>
<td>B = meets grade level expectation</td>
<td>A = 90-96</td>
</tr>
<tr>
<td>C = requires teacher assistance</td>
<td>B+ = 87-89</td>
</tr>
<tr>
<td>D = inconsistent effort</td>
<td>B = 80-82</td>
</tr>
<tr>
<td>F = consistently poor effort</td>
<td>C = 77-79</td>
</tr>
<tr>
<td>W = fails to demonstrate effort</td>
<td>C+ = 70-79</td>
</tr>
</tbody>
</table>

Honor roll/After-School/Late Buses/Eligibility

High Honors: all A's
Honors: all A's and B's

Extra Help/After-school
- Mondays, Tuesdays and Wednesdays from 3:35-3:35
- Late bus or parent pick up – bus numbers will be posted on wall by pick up area

Eligibility
- Students who have 2 or more D's, or any F's, in any of their 4 core classes will be put on probation
- A probation contract will be developed with the student, counselor, and coach/advisor and approved by principal
- Students who do not meet expectations in contract will be removed from team/activity.

PowerSchool Student Portal

- Login from CLMS website
- Live attendance, assignments, scores, grades and more, right from teachers’ grade books.
- PowerSchool provides real-time access to:
  - Attendance Grades, Assignments & Scores
  - Standards Progress
  - School Announcements
  - Teacher Comments
  - Grade Point Average
  - Register for email updates!
  - Single Sign-On

How to get on PowerSchool:

- From CLMS website, click on PowerSchool icon
- Enter your User Name and Password
- Case Sensitive!

Main Menu

- Click to view grades and attendance
- Click to view grades from the previous term
- Click to view attendance history
- Click here to see the e-mail notifications you can receive on a regular basis
- Click to view teacher comments
- Click to view school bulletin
- Click to register for classes and view course requests
- Click to subscribe to specific homework and event calendars

“There’s an App for that!” PowerSchool Parent App

- Download the PowerSchool for Parents app
- Double Click the app & login using your PowerSchool credentials

Main Menu Icon
- Clicking the arrow associated with each individual student will ‘open’ each student’s navigation menu.

Schoolwires

Tips for how to access, navigate and utilize PowerSchool!

Now that I know how to get on PowerSchool, how do I navigate it?!
Lesson Title: Assertive Communication for Student Leaders

ASCA National Standards

Domain: Academic Development
A: A2 Acquire Skills for Improving Learning

Domain: Personal/Social Development
PS: A2 Acquire Interpersonal Skills
PS: B1 Self-knowledge Application
PS: C1 Acquire Personal Safety Skills

Students will:
- Learn how to effectively communicate in order to have their needs met.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.

Essential Question(s):
How can I assertively communicate my thoughts and feelings to others?

Instructional Strategies/Lesson/Activities:
1. School counselor will facilitate a conversation with students utilizing PowerPoint.
2. Students will break into small groups. Each group will receive a problem solving scenario and decide how to respond utilizing assertive communication.
3. Groups will elect to share their scenario through conversations or skits to the larger group.

Materials/Resources:
- PowerPoint
- Communication Scenarios

Assessment Strategy:
Students will demonstrate understanding of assertive communication through role-plays and discussions.
School Counseling Curriculum for Middle School

**Assessive Communication for Student Leaders**

**Today’s Objectives**
- Identify and Distinguish Differences Between Passive, Aggressive and Assertive Communication Styles
- Understand Why Leaders Use Assertive Communication
- Practice Assertive Communication Skills Through Role Plays

**When Communicating With Others, You Have a Choice:**

1. You can go on the attack (be mean).
2. You can stand up for your interests or beliefs (be strong).
3. You go along with the other person’s request, even though you don’t want to (give in).

These communication styles can be categorized as: **“AGGRESSIVE,” “ASSERTIVE,” and “PASSIVE.”**

**Aggressive**
A method of expressing needs and desires that does not take into account the welfare of others.
- Verbal: Yelling, use put downs/insults, “know it all” attitude, negative tone
- Non-Verbal: Hit, push, stomp around, slam door, fight, break or destroy

**Assertive**
Clearly state opinions and feelings, and firmly state rights and needs without violating the rights of others
- Verbal: clear, firm, calm voice, “I” statements, active listening, respectful
- Non-Verbal: head up, good eye contact, shoulders back, confident

**Passive**
Avoiding the problem and letting someone be disrespectful to you
- Verbal: Don’t say anything, mumble, “ummm”... “nothing’s wrong,” gossip or rumors
- Non-Verbal: Head down, walk away, look like they don’t care, hide feelings
Leaders Use Assertive Communication....WHY?

- Enables them to stand up for themselves respectfully
- Get students’ attention in a positive way
- Allows others to understand their perspective
- Helps them stand up to peer pressure
- Able to state perspective effectively without upsetting others
- Stand up for what is right
- To get help from adults in/out of school

Assertive Communication: Using “I” Statements

Start with the word “I” and then clearly state how you feel. Use eye contact!

Example: I feel excluded and I am hurt ...

Next, add WHAT the person did that made you feel that way.

Example: I feel excluded when you don’t let me sit at the lunch table.

Clearly and simply say WHY you feel this way.

Example: I feel excluded when you don’t let me sit at the lunch table because we are friends and I want to sit with you.

Finally, state WHAT you want or need the other person to do.

Example: Please save me a seat at the table tomorrow.

“I” Statements Template

I feel ____________________________
(name the emotion—angry, sad, frustrated, etc.)

When you __________________________
(state what your classmate/friend did)

Because __________________________
(explain why you feel that way)

I need you to ______________________
(tell your classmate/friend what you want him/her to do)

Role Plays:

Practice Assertive Communication Using “I” Statements!
STUDENT SCENARIOS

1. You are hanging out with a group of friends on a Friday night. You’re trying to decide what to do. Your best friend wants to go to a party, and you know no adults will be there. Your parents don’t allow you to go to parties when no adults are home. Besides, you want to go to a movie.

   Assertively tell your friends what you want.

2. A friend wants you to ignore another friend because she’s mad at her. You don’t have a problem with this other friend. You don’t think it’s fair to give the other girl the silent treatment. Assertively tell your friend how you feel.

3. Every time a particular kid in your math class walks past your desk he “accidentally” knocks your pencil, paper or book off your desk. You are annoyed by his “joking around,” and you want him to stop. Assertively tell him what you want.

4. You are at a new friend’s house. This friend finds her brother’s vape and says, “Let’s try it!”

   Assertively tell your new friend that you don’t want to smoke.

5. You just got back a test and you notice that you were graded incorrectly. You should have received a 90 but instead were given an 84. Assertively discuss this with your teacher so that the grade can be fixed.
6. As you’re getting out your instruments in band class, your friends start making fun of another kid who often acts kind of strange. He’s not a friend of yours, but you feel that even though you think he’s a little weird, no one deserves to be harassed. **Assertively** tell your friends how you feel.

7. A friend keeps forgetting to return things he has borrowed from you. Last week he borrowed five dollars, and you really need the money back to buy lunch. **Assertively** tell your friend what you need.

8. You find out that a friend has been saying mean things about you behind your back and posting things about you on Instagram. You feel hurt and angry and you want him or her to stop. **Assertively** tell your friend how you feel.

9. Your younger sister keeps barging into your room. You feel this is an invasion of your privacy and you want your sibling to knock before entering. **Assertively** tell your sibling how you feel.

10. A friend you sit with on the bus is throwing pencils out the window when the bus driver isn’t looking. You know this is a dangerous thing to do and you don’t want anyone to get hurt. You also don’t want to be accused of joining in, because you are sitting next to him. **Assertively** speak to your friend about how you feel.
Lesson Title: Coping Strategies

ASCA National Standards

Domain: Personal/Social Development
PS: A1 Acquire Self-knowledge
PS: B1 Self-knowledge Application
PS: C1 Acquire Personal Safety Skills

Students will:
- Identify and express feelings while also recognizing how they personally respond to stress.
- Learn coping skills and reflect upon which techniques work best for them during times of stress.

Essential Question(s):
- What is stress and what triggers my stress?
- How do I respond, both physically and emotionally to stress?
- What coping strategies help me to relax and regulate my body?

Instructional Strategies/Lesson/Activities:
1. School counselor will facilitate a conversation with students utilizing PowerPoint.
2. School counselor will teach students different coping strategies such as belly-breathing, progressive muscle relaxation and visual imagery.
3. Students will receive “Ways to Relax My Body Using My Senses” Worksheet and practice different strategies using fidgets, sensory materials or online resources such as GoNoodle.
4. Students will circle or write strategies on their worksheet that will work best for them. Students will then place in their binder as a reminder to use during times of stress.

Materials/Resources:
- PowerPoint
- “Ways to Relax My Body Using My Senses” Worksheet
- Coping/fidget toys (stress balls, putty, mindfulness bottles, bubble wrap, etc.)
- GoNoodle

Assessment Strategy:
Students will circle or write in at least 5 strategies on their “Ways to Relax My Body Using My Senses” worksheet by the end of the lesson.
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Ways to Relax My Body Using My Senses

Sight
- Look at pictures of family and friends
- Enjoy the beauty of nature—a garden, the beach, a park, or my own backyard
- Watch the sunset or look at the stars
- Close my eyes and picture a situation or place that feels peaceful
- Read a book

Sound
- Listen to soothing music
- Call a trusted friend
- Sing or hum my favorite song
- Play an instrument
- Listen to sounds of nature

Taste
- Chew gum
- Have a good meal—practice mindful eating
  - Sip chamomile or lavender tea
- Have a piece of dark chocolate
- Eat a perfectly ripe piece of fruit
- Enjoy a healthy, crunchy snack
  - (celery, carrots, or trail mix)

Smell
- Smell essential oils—lavender, peppermint
- Smell flowers
- Be mindful of the smells of nature
- Light a scented candle
- Wear my favorite perfume or cologne
- Lie down in sheets scented with lavender

Touch/Movement
- Wrap up in a blanket
- Wear soft, comfy clothes
- Pet an animal
- Stretch or do yoga poses
- Massage—neck, feet
- Run in place or jump up and down
- Use a stress ball
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**Definition**
- What is STRESS?
- Stress is your body’s reaction to situations that challenge you. It’s your body’s way of getting prepared to deal with the pressures you experience at home and at school.
- Most people think stress is all bad, but there is good stress and bad stress.

**Managing Stress**

**Good Stress**
- Can keep you focused and motivated to get things done
- For example:
  - Being stressed about giving a presentation can motivate you to prepare and rehearse
  - You may get stressed before a big game, which could help you to better prepare, practice and get pumped up for the game.
  - Can you brainstorm some other examples?

**Bad Stress**
- What you feel when you can’t stop worrying about something and you feel overwhelmed all the time. This can cause stress overload!
- Examples:
  - Things keep piling up – you are behind on school work, you have to watch your baby brother after school, and you have no time for friends.
  - You overhear your parents fighting all the time and you worry they may be getting separated.

**Brainstorming Session**
Reflect and think about how stress affects you:
- Physically
- Mentally
- Emotionally
- Socially

**How to Handle Stress at School**
- Deep breathing/Belly breathing
- Squeeze an orange technique
- Take a walk
- Stretch
- Get a drink of water
- Other ideas?

**Ways to Relax My Body Using My Senses**

**What Works Best for Me?**
On your “Ways to Relax my Body” worksheet, circle/write down at least 5 strategies that you feel will work best for you during times of stress.

Coping Tools:
- https://www.waterford.k12.mi.us/Page10926
- https://www.waterford.k12.mi.us/Page10927
- https://www.waterford.k12.mi.us/Page10928
- https://www.waterford.k12.mi.us/Page10929
- https://www.waterford.k12.mi.us/Page10930
- https://www.waterford.k12.mi.us/Page10931
- https://www.waterford.k12.mi.us/Page10932
- https://www.waterford.k12.mi.us/Page10933
Lesson Title: Empathy

ASCA National Standards

Domain: Personal Development
PS: A1 Acquire Self-knowledge
PS: A2 Acquire Interpersonal Skills
PS: B1 Self-knowledge Application

Students will:
- Identify values, attitudes and beliefs
- Recognize, accept, respect and appreciate individual differences
- Recognize, accept and appreciate ethnic and cultural diversity
- Demonstrate a respect and appreciation for individual and cultural differences

Essential Question(s):
What is empathy? Am I thinking before I act? What influences my behaviors and actions?

Instructional Strategies/Lesson/Activities:
1. Counselor will facilitate discussion with students utilizing the PowerPoint
2. Counselor will share different scenarios with the class and initiate a group discussion on how each person may feel in the scenario.
3. Counselor will discuss what students can do to help peers who may be struggling

Materials/Resources:
- PowerPoint
- Pizzazz

Assessment Strategy:
Students will work in small groups to come up with a definition for empathy.
Understanding Empathy

Grade 6 Developmental School Counseling Lesson

What is Empathy?

› Video
  
  https://www.youtube.com/watch?v=aU3Qfyqvk8
  
  https://www.youtube.com/watch?v=AZ-pU7oZt3q

Step Up Activity

› Rules:
  
  - Absolute silence, except when students are prompted to share
  - no talking, laughing, or whispering – anyone having trouble remaining serious and respectful is encouraged to step out and gather themselves or will be asked to do so.
  - Absolute honesty is encouraged.
  - Anything your classmates share is to be held in respectful confidence.
Learning Targets

I will gain understanding of how others have been affected by teasing, bullying & exclusion
I will identify and take responsibility for some ways I have hurtfully treated others
I will gain an increased appreciation for all the ways my classmates are diverse and unique

Vocabulary

Teasing – Making fun of someone
Bullying – Repeated aggressive behavior designed to hurt or gain power over another
Sexual Harassment – Uninvited and unwelcome verbal or physical behavior of a sexual or romantic nature, e.g. touching somebody, making remarks about their body, making sexual jokes, or making repeated advances on them despite requests not to

Materials

Step Up Statements (see below)

Activity

1. Arrange room, have students stand in a circle
2. Establish Following ground rules:
   • During activity there should be absolute silence, except when students are prompted to share - no talking, laughing, or whispering – anyone having trouble remaining serious and respectful is encouraged to step out and gather themselves or will be asked to do so.
   • Absolute honesty is encouraged.
   • Anything your classmates share is to be held in respectful confidence.
3. Read the Step Up Statements one at a time, and instruct students to step into the center of the circle if the statement applies to them, and to quietly look around at those in the circle with them, as well as those still outside. Give a couple students in the circle the opportunity to briefly explain their experience.

Note: This activity can be done with students in a line (commonly called “Cross the Line”), stepping forward a few feet across a masking tape line on the floor, turning and facing the others. However, a circle gives a special connotation that students are embraced & accepted for whatever they’ve experienced or done.
### Step Up Statements:  Step into the circle if...

You went to the theater to see a movie in the past month  
You are an only child  
You had an imaginary friend as a small child  
Your parents are separated or you’re being raised by a single parent  
You practice a religion  
People routinely mispronounce or make fun of your name  
You would change something about the way you look if you could  
You’ve been teased by someone because of something about your appearance  
You have made fun of someone because of something about their appearance  
You have been teased by someone because of the way you talk or walk  
You have used an insult or made a joke based on gender (i.e. “You throw like a girl”)  
You’ve been made fun of for looking or doing things like the “other” gender  
You have been sexually harassed  
You have ever been teased because of the clothes you wear  
You’ve been teased for something about your family (structure, finances etc)  
You know someone who is gay, lesbian, bisexual or transgender  
Stay in if you are very close to someone who is gay, lesbian, bisexual or transgender  
You’ve used the word “gay” or “queer” as a put down for someone or something  
You’ve used the word “retarded” to put down someone or something  
You are friends or family with someone with some kind of disability  
You’ve been made fun of for a physical or learning disability  
You’ve been made fun of for being smart or doing well in school  
You have told or laughed at a racial, cultural or religious joke  
You don’t like these jokes, but sometimes you don’t do anything to stop them  
You have been teased because of your race or skin color  
You’ve been teased because of your culture or religion  
You’ve ever had a friend share your secrets with someone else  
You have posted a mean statement about someone publicly on social media (Facebook, Instagram etc) or agreed with someone else’s mean statement  
You’ve had mean things said to or about you on a social media page or app  
You often feel people don’t know or don’t like you  
You often feel alone or unwelcome  
You’ve ever felt depressed or considered hurting yourself OR you know another adolescent who has felt that way  
You’ve acted like something didn’t hurt your feelings or offend you, but it really did  
You have made a mean statement about someone behind their back  
You have seen someone getting picked on and didn’t stand up for them  
You’ve wished someone would stick up for you…but they didn’t  
You joined in on teasing somebody because everyone was doing it  
You spoke up to someone who was teasing or bullying someone else  
Someone stood up for you…and they have no idea how much it meant to you  
You’ve experienced or witnessed some of this teasing or bullying here at school  
You have had your feeling really hurt by someone in this room  
You wish you had stood up for someone in this room  
You feel bad about how you’ve treated someone in this room  
You didn’t cross the line, but you should have  
You thought a classmate should’ve crossed the line but didn’t  
You looooove your classmates and appreciate them participating honestly in this exercise!
**Discussion Questions**

- What are some feelings that came up for you during this activity?
- What was the hardest part for you?
- Raise your hand if at any point during this activity you felt uncomfortable. Afraid or nervous. Frustrated. Guilty. Hurt. Talk about that.
- Who felt relieved? Accepted? Surprised? Talk about that.
- How did it feel to be one of the few people to step into the circle for some statements?
- How did it feel to look around the inside circle and realize you were part of a large group?
- What did you learn about yourself? About others?
- What are some main points this activity can teach us?
- What do you want to remember about what we’ve just experienced?

**Closure:**

**Compliments** – Close with a few minutes for students to give compliments. Compliment students on their honesty, courage and respect for each other if they don’t initiate this themselves.

**Appendix:**

**21st Century Skills:**

Life & Career skills - Social & Cross-Cultural Skills, Leadership & Responsibility

**Developmental Assets:**

Positive peer influence, Caring, Equality & social justice, Integrity, Honesty, Responsibility, Interpersonal competence, Cultural competence, Peaceful conflict resolution, Self-esteem

**Multiple Intelligences:**

Interpersonal, Intrapersonal, Linguistic
Lesson Title: Growth Mindset

ASCA National Standards

Academic Development
A: A1 Improve Academic Self-concept
A: B1 Improve Learning
A: B2 Plan to Achieve Goals

Personal/Social Development
PS: B1 Self-knowledge Application

Students will:
- Accept mistakes as essential to the learning process.
- Identify attitudes and behaviors that lead to successful learning.

Essential Question(s):
How can I improve, set goals and learn from my mistakes?

Instructional Strategies/Lesson/Activities:
1. Students will complete reflection worksheet and then identify learning strategies that are helpful.
2. Students will complete problem solving challenges with manipulatives.
3. School counselor will facilitate a conversation with students utilizing PowerPoint.
4. Students will take and sort “fixed mindset” and “growth mindset” statements.

Materials/Resources:
- PowerPoint
- “Fixed mindset” and “growth mindset” statements with diagram.
- Growth mindset reflection worksheet
- Crayons
- Pencil Erasers

Assessment Strategy:
Students will be able to identify “growth mindset” statements during group activity.
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Learning about the BRAIN and...
Developing a Growth Mindset

What do you know about your Brain?

Did you know that when you work hard and struggle, your brain gets stronger and SMARTER?

What we know about intelligence
- Intelligence is not pre-determined
- Your intelligence CAN be changed
- Brain is like a muscle – the more you use it the stronger it gets

You Can Learn Anything...with a Growth Mindset
- https://www.youtube.com/watch?v=JC82I2cj
- http://safeshare.tv/w/UyFfByOYa

How does your Brain Grow?
- When people study hard and learn new information, their brains change and grow.
- Intelligence is determined by the number of connections between neurons -- tiny cells in your brain
- When you learn new things, these connections in your brain multiply and get stronger, and you get smarter...
- Your brain grows the most when you get answer wrong! When you challenge your brain to review why you got it wrong, and process the feedback, your brain is getting stronger and growing.

Source: www.khanacademy.org
Push yourself!

- Effort is important, but growing your brain means learning new ideas and new strategies too.
- Building a stronger brain takes time, effort, and the right kind of practice. Usually this means the "hard" way.
- The brain grows more when you use new and different strategies. It grows less when you stick to things you already know. It’s about pushing yourself to learn something new and difficult.

Source: www.khanacademy.org

Mindset:

A way of thinking that determines one’s behavior, outlook or mental attitude

Fixed vs. Growth Mindset

Growth Mindset

- https://www.youtube.com/watch?v=JA7G7AV-LT8
- https://www.youtube.com/watch?v=LmW3H~FXYSO
- https://www.youtube.com/watch?v=qe4swkfE_hM
- https://www.youtube.com/watch?v=ZlYECljmnGQ&list=PlmQ5jJCY9X0fEdDOwepUX960jB7yAqqap

Two Frames of Mind

What will your mindset be?
GROWTH MINDSET WORKSHEET

Name: _________________________________________

Think about something you really enjoyed learning....

What was it? Write or draw it here.

Circle the things that helped you:

• Talking with others
• Building a model
• Drawing a diagram / picture / map
• Getting active (act it out / exercise / dance etc.)
• Writing a reflection
• Scoring your own work
• Using technology
• Creating a product
• Hands – on
• Making a song or script
• Choosing the work you would do
• Using a graphic organizer
• Connecting learning to your life
• Personalized questions (about YOU)
Lesson Title: Friendships

ASCA National Standards

Domain: Personal/Social Development
PS: A2 Acquire Interpersonal Skills
PS: B1 Self-knowledge Application
PS: C1 Acquire Personal Safety Skills

Students will:
- Learn strategies to make friends and maintain healthy relationships with peers.

Essential Question(s):
How can I assertively communicate my thoughts and feelings to others?

Instructional Strategies/Lesson/Activities:

1. School counselor will facilitate a conversation with students utilizing PowerPoint.
2. Students will break into small groups. Each group will receive a scenario and discuss how to respond.

Materials/Resources:
- PowerPoint
- Friendship Scenarios

Assessment Strategy:
Students will demonstrate understanding of assertive communication through role-plays and discussions.
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A friend is someone who...

- Different "types" of friendships and relationships
- Fading Friendships
- New Friendships

Conversation Starters

- "I can show you where the classrooms are.
- "I like your shirt. Are you a big fan of them?
- "Have you been to that park before?
- "Do you want to be a partner or a team?
- "What do you think of the new space?
- "Who do you think is the best acting?

Friendship Scale

True Friend
- Always concerned about your well-being
- Truly happy for you when you succeed at something
- Listen to you when you need help
- Offer to help when you need it
- Do not spread gossip about you or will defend you if they hear gossip about you
- Might consider you their best friend, but do not discourage you from having other friends
- Encourage you to be yourself

Frenemy
- Act like they are being a good friend, but their words or actions make you feel bad about yourself.
- Point to your faults and ask you to fix the things about yourself.
- Jealous of your relationships with others and may discourage you from hanging out with certain people.
- Have strong opinions and do not like when they are challenged.
- You may find yourself a learner trying to please them at your own expense or happiness.
- You’re overly concerned with their happiness and may seek approval before doing things with others.

Frenemy

How To Handle Friendship Drama

Advice: Demand respect! Tell them you do not appreciate their actions or behavior. If they are a true friend, they will respect your wishes. If they are a frenemy, it’s okay to walk away and find new friends.

Trouble Starters

1. Talking about someone behind his/her back
2. Asking a friend to take sides and choose between you and another friend
3. Breaking a promise or telling a secret
4. Being bossy
5. Bragging or showing off
6. Leaving someone out—and letting him/her know in a mean way
7. Being jealous of or competing with your friend
8. Saying something unkind about your friend or his/her loved ones
9. Embarrassing your friend in front of others
10. Being too busy to listen

What Would You Do
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Dilemmas

- Two friends are arguing by text and forwarding you each other’s messages with nasty comments attached, hoping to get you to take a side. You feel torn. *What do you do?*

Dilemmas

- The last few weeks your friends stopped talking to you. They purposefully filled up the lunch table before you came. They say things to each other, ‘Remember last Saturday when we went to the mall together? Wasn’t that great? Except you were never invited. You wonder what you did to make them exclude you like this. *What do you do?*

Dilemmas

- Your middle school is much bigger than your elementary school. There you saw your best friend all the time. Now you don’t have any classes together and you hardly see each other at school, except at lunch. Your friend seems to be making a whole new group of friends that you don’t know. Today at lunch, for the first time, your friend is sitting with some new friends. When you walk by with your lunch, your friend doesn’t ask you to sit down as usual. *What do you do?*

Dilemmas

- You and your best friend have always played soccer together on town and recreational teams. You both try out for the school’s travel team. You make it and your friend doesn’t. At first your friend claims not to care, but you soon realize your friend is very angry. Your friend doesn’t want to spend as much time together as you used to, and, of course, you have daily practices and games your friend doesn’t attend. *What do you do?*

Dilemmas

- Your friend tells you a secret in absolute confidence. You don’t really mean to, but you tell another friend. Soon the whole school seems to know what your friend’s secret is. Your friend is really mad at you. Your other friends are also upset that you revealed the secret. *What do you do?*

Dilemmas

- You find out over lunch that both you and your best friend both like the same person. *What do you do?*

Talking It Out

*Remember your “I Statements”:*

- “I’m still angry but care about our friendship and want to work things out.”
- “I feel terrible about how we ended things.”
- “I’m ready to talk if you want to.”

*Avoid: “you always” or “you never.”*
Lesson Title: Personal Boundaries

ASCA National Standards

Domain: Personal/Social Development
PS: A1 Acquire Self-knowledge
PS: A2 Acquire Interpersonal Skills
PS: B1 Self-knowledge Application
PS: C1 Acquire Personal Safety Skills

Students will:
- Recognize personal boundaries, rights and privacy needs.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- Learn about the differences between appropriate and inappropriate physical contact.
- Learn about the relationship between rules, laws, safety and the protection of rights of the individual.

Essential Question(s):
What rights do I have and how do I respect the rights of others?
How should I respond if someone says something or does something inappropriate and who can help?

Instructional Strategies/Lesson/Activities:
1. Counselor will draw upon previous lessons to discuss kindness, empathy and respect.
2. Each student will take a moment to write down on a sticky note what the word sexual harassment means. Sticky notes will be collected but counselor will not know or share who they are from.
3. Show two video clips- First Wonder then Grease. Prompt students to reflect while watching the video, trying to imagine how each character feels during the scene.
4. Facilitate whole group discussion regarding feedback from clips.
5. Counselor will give definition of sexual harassment and compare to the definition of flirting.
6. Break students into small groups. Give each group 4-5 scenarios. Flirting (Okay) to Sexual harassment followed by Sexual Assault (not Okay). Instruct students to decide as a group where each scenario falls on the spectrum and have students place the scenarios up on the board.
7. After the groups have finished, discuss each scenario as a group. Counselor and School Resource Officer (if available) facilitate discussion with students about how actions make people feel, how actions can impact relationships. Adults will also discuss school discipline and legal consequences to actions.

Materials/Resources:
- PowerPoint
- Communication Scenarios

Assessment Strategy:
Students will demonstrate understanding of assertive communication through role-plays and discussions.
RESPECTING PERSONAL BOUNDARIES SCENARIOS

1. A student tells another student, “You look hot!”
2. A student slaps/grabs another student’s butt.
3. A student tells another student, “You look really pretty.”
4. A boy grabs a female student’s bra strap on her shoulder.
5. A girl tells another girl, “You’re such a slut.”
6. A girl spreads rumors about another girl making out with the new kid at school.
7. A girl tells her boyfriend “If you break up with me, I’ll tell everyone that you are gay.”
8. A student tells another student, “I really like you. Do you want to go out?”
9. A student tells another student, “You’re laugh is really cute.”
10. A student tells another student, “I really like your eyes.”
11. “Your ass looks great in those jeans”
12. A student tells another student they are “so gay.”
13. A boy writes a girl’s number on a bathroom stall and writes “For a good time, call…” with the girl’s name on it.
14. A student tells a girl she looks like a boy and tells everyone in school she has a mustache.
15. A student asks another student if they want to kiss.
16. Saying “Dang!” while looking another student up and down.
17. A student asks another student out. He/she says no. The student then continues to ask them out over and over again.
18. A boy and a girl break up. The boy threatens to beat up any other boy who talks to his ex-girlfriend.
19. A girl takes a picture of her best friend and afterwards realizes that she totally can see up her best friend’s skirt in the picture. She then posts the picture of her friend on Instagram.
20. A student brushes up against another student’s private parts.
Lesson Title: Time Management

ASCA National Standards

Domain: Academic Development
A: A2 Acquire Skills for Improving Learning
A: A3 Achieve School Success
A: B1 Improve Learning
A: B2 Plan to Achieve Goals
A: C1 Relate School to Life Experiences

Students will:
- Understand the concept of time management
- Learn how to prioritize the things they have to do versus want to do.
- Make a time budget to include their daily responsibilities.

Essential Question(s):
How do I prioritize my day so I can become a more successful student?

Instructional Strategies/Lesson/Activities:
1. School counselor will facilitate a conversation with students utilizing PowerPoint.
2. Each student will begin to fill out a time tracking form during class.
3. Every day for one week, students will complete the time tracking form.
4. School counselor will follow up with students to review their forms and facilitate a discussion on what students learned, what students are doing well, and how they can better utilize their time.

Materials/Resources:
- PowerPoint
- Weekly Planner Worksheet

Assessment Strategy:
Students will fill out Weekly Planner worksheet daily for one week. School counselor will meet with students in the classroom to facilitate a discussion on what students learned and how they can better manage their time.
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A Middle School Guide to Learning about.......

Time Management

What IS Time Management?
- It is a THINKING skill that helps you.....
- Complete assignments, jobs and chores on time.
- Plan your day.
- Plan out things you need to do.
- Make a smart guess about how long it will take you to do something.

Time Management – YOU vs. the CLOCK
School and homework. Activities and chores. Sleeping and eating. Ack! So much to fit into a single day!

What is the one thing you feel that you never have enough time for??

Tame the Time Monster!
You can’t change the speed of time or get more.
You CAN manage it:
- Consider everything you HAVE to do and WANT to do.
- Understand how much time each activity in a day will take.
- Make a plan so things get done and you are not stressed!

Have-To’s
- Family responsibilities. Household chores, helping your little bro with homework, keeping your room clean.
- School and homework.
- Sleep. Sleep is a must for our bodies and minds; get at least eight hours every night.
- Eating and personal hygiene. Many people skip meals because they’re running late. Take time to eat so that you actually enjoy it, rather than just shoving cereal down your throat! The same goes for bathing, dressing, and other things that make you presentable to the world.

Want-To’s
Activities. Sports, the arts, and other hobbies are important because they help make you well-rounded and develop your body and mind.

Chill time. Time to just be you and do whatever you feel like, whether it’s going to the park, hanging out with friends, reading a book, or watching TV.
Create your own Have-To and Want-To list!

Make a Time Budget
- Examine your “Have-To’s” and “Want-To’s,” and how much time they’ll take up.
- Develop a plan that lets you spend the right amount of minutes or hours on each one.

Make sure you add up to 24 hours.

This works because:
If you go over 24 hours you need to cut time on something or move 3 to another day

School Counseling Curriculum for Middle School

Choose Priorities
What is a priority?
- Something that is considered more important than something else
- Go through your list—put a star next to your priorities

Remember the big things. Things that matter in the long run—doing well in school, completing family chores. Some things that seem really important today, like going to a friend’s house after school, might seem a lot less important in a few weeks or months.

Think about what’s urgent. When you have too can’t squeeze it all in, consider which deadline is coming up first to help you prioritize.

Consider the Consequences
Scheduling Dilemmas
1. It’s Sunday morning and you have a big Chapter test in Math on Monday. Your best friend invites you to go to Six Flags for the day, but you won’t get home until Sunday night.

What are the consequences of NOT studying for your test?
What are the consequences of NOT going to Six Flags with your friend?

Consider the Consequences
2. It’s Monday and you realize you have a huge project due on Tuesday that you completely forgot about. You know it’s going to take you several hours to finish. You also wanted to go to the basketball game tonight.

What are the consequences of NOT doing your project?
What are the consequences of NOT going to the basketball game?

Managing Activities
- Consult your schedule.
- Don’t over-schedule. Here are some signs that you might be:
  - You’re constantly in a battle with the clock.
  - You’re often tired and grumpy.
  - You feel like you have no free time at all.
  - You’re enjoying your activities less because there are too many of them.
  - You’re doing so many things it feels like there’s not enough time to get the most out of any single one of them.

Everyone needs free time!!!

Budgeting Long Term Assignments
Break up big assignments into smaller chunks.

If you’re studying for a big test:
1. Mark the date of the test in your Weekly Planner
2. Count backwards the number of days you need to study.
3. On your weekly schedule, schedule enough time each day to study
4. Divide up the things you have to study and tackle a different idea each day.

Budgeting Long Term Assignments
- If you’re doing a long-term research project/paper:
  1. Consider how many days of work the project will take, and then count backwards from the due date.
  2. Chop up the project into smaller tasks, and try to accomplish one of these each day.
  3. Make a list of all the things you have to do, like research, making an outline, writing the different sections, and budget time for this on your calendar

-Wrap up Activity-
### School Counseling Curriculum for Middle School

_________'s Weekly Planner

**Week of: __________________**

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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
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Lesson Title: Course Planning and Course Selections

ASCA National Standards

Domain: Academic Development
A: A3: Achieve School Success

Domain: Personal/Social Development
PS: A1: Acquire Self-knowledge
PS: B1: Self-knowledge Application

Students will:
- Develop a broad range of interests and abilities
- Identify personal strengths and assets
- Identify long- and short-term goals

Essential Question(s):
What course electives am I interested in taking? What courses do I want to take the upcoming school year?

Instructional Strategies/Lesson/Activities:
1. Counselor will facilitate discussion with students about courses available for the upcoming school year.
2. Counselor will answer questions about courses being offered and recommend courses to students based on personal interests and future career goals.

Materials/Resources:
- Course elective and offerings information

Assessment Strategy:
Students will learn about courses that are available and make selections for the upcoming school year.
Lesson Title: SMART Goals and Introduction to Naviance

ASCA National Standards

Domain: Academic Development
A:B2 Plan to Achieve Goals
A:C1 Relate School to Life Experiences

Domain: Career Development
C:A1 Develop Career Awareness
C:C1 Acquire Knowledge to Achieve Career Goals

Students will:
- Learn how to set SMART Goals.
- Identify personal responsibilities for planning future goals.

Essential Question(s):
How can I set SMART goals for future success?

Instructional Strategies/Lesson/Activities:
1. School counselor will deliver PowerPoint on SMART Goals to facilitate student discussion.
2. Students will use Chromebooks to logon to Naviance and explore different features.
3. Students will set 3 SMART Goals in Naviance: An academic, personal-social and career goal.

Materials/Resources:
- PowerPoint
- Chromebooks

Assessment Strategy:
Students will set academic, personal-social and career SMART goals in Naviance and review with school counselor.
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Why are GOALS Important?
Goals give us...
Goals help us...
Goals provide us with...

SMART
Are you S.M.A.R.T.?

SET A GOAL.
Be specific and define what you want to achieve.

MAKE A PLAN.
Construct a plan with measurable actions to keep you moving in the right direction.

REALLY?
Set achievable or realistic actions and break them into smaller, more manageable steps.

SERIOUSLY?
Time to edit. Make sure your goals are relevant and fit neatly with the overall plan.

GOT TIME?
Check your schedule. Set a practical timeline for your goals, prioritize, and stick with it.
**Set a Goal.**
Be specific and define what you want to achieve.

**Make a Plan.**
Construct a plan with measurable actions to keep you moving in the right direction.

**Really?**
Set attainable or realistic actions and break them into smaller, more manageable steps.

**Realistic**
Having a good idea of what you can achieve.
School Counseling Curriculum for Middle School

Things to Remember....

BE REALISTIC, set small goals to start with, you can move to the bigger stuff when you get better at setting and reaching goals.

KEEP FEELING POSITIVE. Don't let other people put you off.

WRITE YOUR FEEDBACK every day and read through your goal again.

BELIEVE YOU CAN DO IT

KEEP ADDING MORE (SMALL) STEPS if it doesn't look like you're making a lot of progress.

TELL SOMEONE YOU TRUST WHAT YOU ARE DOING. Talking about it will keep you feeling good and help you to work out your steps, what to learn and who can help.

DON'T STRESS. Learn to relax so that you have the energy to work through the steps.

Considerations

NEVER GIVE UP ON A DREAM JUST BECAUSE OF THE TIME IT WILL TAKE TO ACCOMPLISH IT. THE TIME WILL PASS ANYWAY.

A GOAL WITHOUT A PLAN IS JUST A WISH....

Develop Goals Using Naviance

1. Go to CLMS website, click on OUR SCHOOL, scroll down to “School Counseling/Guidance”
2. On home page scroll down to the green font that says Research Center and Post-secondary options online, Naviance and click on the Naviance link http://connection.naviance.com/childlake
3. Enter your student email
4. Enter your student ID for your password
5. Click on “ABOUT ME” tab
6. Under SUCCESS PLAN, click on “goals”
   • Click on add a new goal
     – First, Academic
     – Second, Career
     – Third, Personal/Social
   • After entering information into each box, click on ADD GOAL to submit

When You Finish Creating 3 Goals:

1. Click on About Me tab
2. Review the different features of Naviance (Career and College Sections)
Lesson Title: Rude, Mean and Bullying (presented in Health class)

ASCA National Standards

Domain: Academic Development
A: A2: Acquire Skills for Improving Learning

Domain: Personal/Social Development
PS: A1: Acquire Self-knowledge
PS: A2: Acquire Interpersonal Skills
PS: B1: Self-knowledge Application
PS: C2: Acquire Personal Safety Skills

Students will:
- Use communication skills to know when and how to ask for help when needed
- Identify values, attitudes and beliefs
- Identify and express feelings
- Recognize that everyone has rights and responsibilities
- Know that communication involves speaking, listening and nonverbal behavior
- Learn how to make and keep friends
- Know when peer pressure is influencing a decision
- Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- Demonstrate the ability to set boundaries, rights and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help

Essential Question(s):
How can I utilize social media and networking sites in a responsible manner? What are the safety precautions I should be aware of?

Instructional Strategies/Lesson/Activities:
1. Counselor will facilitate a discussion with students utilizing a NetSmartz PowerPoint.

Materials/Resources:
- PowerPoint
- Smartboard

Assessment Strategy:
Students will complete an exit ticket identifying something that they learned today and how they will be safer when utilizing social media and networking sites.
DON'T TRUST ANYONE WHO TRIES TO:
- Send gifts through the mail, like bus tickets, cell phones or webcams
- Turn you against your family and friends
- Make you feel guilty or ashamed
- Talk about adult things
- Share or ask for revealing pictures

WHAT YOU CAN DO
Block
Don't accept
Don't meet
TELL

REPORT ANYONE WHO:
- Sends you adult pictures or videos
- Asks you to send pictures of yourself
- Talks to you about adult things
- Asks to meet you in person

Cyber-Tipline.org
1-800-THE-LOST
(1-800-843-5678)

BULLYING + TECHNOLOGY = CYBERBULLYING

Terrible Text

IF YOU SEE IT HAPPENING:
- Show support
- Refuse to join in
- Tell the bully to stop
- Report it to an adult
STOP CYBERBULLYING WITH KINDNESS.

BE CAREFUL who you talk to online
THINK before you post
DON'T be a cyberbully
TELL AN ADULT when you need help

SHOW ADULTS THAT YOU CAN BE RESPONSIBLE!

NSTEENS.ORG
Lesson Title: Gossip and Rumors

ASCA National Standards

Domain: Academic Development
A: A1: Improve Academic Self-concept
A: A3: Achieve School Success

Domain: Personal Development
PS: A1: Acquire Self-knowledge
PS: A2: Acquire Interpersonal Skills
PS: B1: Self-knowledge Application
PS: C1 Acquire Personal Safety Skills

Students will:
- Identify attitudes and behaviors that lead to successful learning
- Take responsibility for their actions
- Distinguish between appropriate and inappropriate behavior
- Identify and express feelings
- Recognize that everyone has rights and responsibilities
- Use effective communication skills
- Know that communication involves speaking, listening and nonverbal behavior
- Learn how to make and keep friends
- Understand consequences of decisions and choices
- Know when peer pressure is influencing a decision
- Learn how to cope with peer pressure

Essential Question(s):
What is gossip? How is it different than rumors? How am I contributing to gossip?

Instructional Strategies/Lesson/Activities:
1. Counselor will facilitate student discussion utilizing the prezi presentation
2. After the discussion, counselor will share rumor scenarios with students and have students complete the gossip reflection worksheet.

Materials/Resources:
- Classroom
- Prezi
- Gossip/rumors scenarios
- Gossip/rumors reflection worksheet

Assessment Strategy:
Students will assess what gossip is and gain awareness of how they contribute to the spread of gossip.
Students will assess ways to problem solve and effectively communicate with peers
RUMORS LESSON SCENARIO

I heard about my friend’s parents getting divorced and told a few people. Now everyone knows and I feel really bad, even though the rumor is true. My friend won’t even talk to me now. What should I do?

A boy at school is spreading rumors about me because I wouldn’t go out with him. He’s texting people and telling them that I am such a “slut.” Now, my friends are even getting mad at me saying, “You should just go out with him. He is super cute.” What should I do?

You are sitting at the lunch table and one of your friends turns to you and rolls their eyes, “Ugh, Jessie is such a drama queen! I saw her crying the other day and Layla just told me that Jessie cuts her arms so that her arms bleed. Can you believe that?” What should you do?

You stayed over your friend’s house last weekend with a group of guys. After you left the party, you came home and realized you had accidentally taken another person’s pair of sneakers. You immediately text the person and tell them that you have them and you will bring them to him tomorrow at school. He seems cool about it and say, “thanks.” The next day, you come to school and everyone is talking about how you stole the sneakers even though you already returned them and it was an accident. What do you do?

I was really angry with one of my friends and so I told several people in my class that she kissed the new student afterschool. Now everyone is talking about it and she is really upset. I feel really bad. What should I do?
REFLECTION: GOSSIP AND RUMORS

Please take the time to reflect upon your own experience with rumors and gossip. Your answers will be kept confidential with your school counselor unless you volunteer to share with the class.

Describe a time that someone gossiped or spread rumors about you. How did it make you feel?

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In the situation above, how did you react?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Knowing what you know now, how may you have responded differently?

_______________________________________________________________________________________
_______________________________________________________________________________________
Lesson Title: Is it Rude, Mean, or Bullying Lesson

ASCA National Standards

Domain: Personal/Social Development
PS: A1: Acquire Self-knowledge
PS: A2: Acquire Interpersonal Skills
PS: B1: Self-knowledge Application
PS: C1 Acquire Personal Safety Skills

Students will:
- Take responsibility for their actions
- Distinguish between appropriate and inappropriate behavior
- Identify and express feelings
- Use effective communication skills
- Recognize personal boundaries, rights and privacy needs
- Know that communication involves speaking, listening and nonverbal behavior
- Understand consequences of decisions and choices

Essential Question(s):
How can I differentiate between rude, mean and bullying behavior?
How can I act as an upstander when I witness rude, mean or bullying behaviors?

Instructional Strategies/Lesson/Activities:
1. School counselor will hand out the “Is it Rude, Mean or Bullying” pre-test and allow students time to complete it individually.
2. School counselor will present a powerpoint that reviews the definitions of rude, mean, bullying behavior and facilitate a discussion with the class.
3. School counselor will read aloud statements from the pre-test and ask students to move to the section of the room labeled “rude,” “mean” or “bullying” based on their opinion.
4. School counselor will ask for volunteers to explain why they chose the label they did.
5. Students will return to their seats and complete the final second page of the worksheet identifying ways they can be an upstander in situations where they encounter rude, mean or bullying behavior.

Materials/Resources:
- Smart board
- Powerpoint
- Signs that say, “mean,” “rude,” and “bullying” placed in different sections of the room
- Rude/Mean/Bullying worksheet
- Pencils

Assessment Strategy:
Pre/post assessment of identification of rude/mean/bullying behaviors as well as whole group discussion.
School Counseling Curriculum for Middle School

Rude vs. Mean vs. Bullying

Because everything isn’t bullying!!

Rude

- Accidentally saying or doing something that hurts feelings or embarrasses someone
- Also inconsiderate thoughtless, unplanned behavior, bad manners, only thinking about yourself, not meant to actually hurt anyone
- EXAMPLES: Burping, coughing, sneezing on others, bragging about the highest grade, cutting in line, horseplay, being disrespectful, getting in personal space

Mean

- Saying or doing something on purpose to hurt someone maybe once or twice
- Sometimes said in anger to make someone else look bad, we usually feel regret later
- EXAMPLES: criticizing or making fun someone’s clothes, looks, intelligence, skin, language, breaking or stealing others belongings

Bullying

- Behavior that is on purpose, repeated over time and involves imbalance of power
- 4 types of bullying:
  - Physical: actions that hurt your body
  - Verbal: words that hurt your feelings
  - Friendship: words/actions that hurt your friendships, using a friendship or threatening to take friendship away
  - Cyber bullying: intentional, repeated harmful behavior using technology

BRAINSTORM!!!

- Work with your table to think of all the things you can that fit in each category

Review

- Rude: Inconsiderate, thoughtless, unplanned behavior, bad manners, only thinking about yourself, not meant to actually hurt anyone
- Mean: Saying or doing something on purpose to hurt someone, maybe once or twice, usually in anger
- Bully: on purpose, repeated over time and involves imbalance of power

Resources

- Whitton, Signe,
  http://www.huffingtonpost.com/signe-whitton/bullying_b_2188819.html
- http://signewhitton.com

Po PowerPoint created by: http://waterfordpublicschools.blogspot.com

Waterford Public Schools
IS IT RUDE, IS IT MEAN, OR IS IT BULLYING?

Please indicate if the following statements are rude, mean, or bullying, by writing R, M, or B:

______ 1. Someone calls you an un-kind name.
______ 2. Picking your nose.
______ 3. Posting a hurtful comment on social media where others will see it.
______ 4. Making fun of someone’s looks, clothes, or family.
______ 5. A person who is bragging.
______ 6. A person who is mocking you.
______ 7. You move away from someone who wants to sit or work with your group.
______ 8. Someone pushes you down.
______ 9. Telling someone every day that they don’t have any friends.
______ 10. Someone physically twists your arm.
______ 11. The person behind you is making annoying noises.
______ 12. Making someone cry whenever you can.
______ 13. Always moving away from someone who wants to join your table at lunch.
______ 14. Laughing at someone who makes a mistake.
______ 15. Sharing gossip or rumors.
______ 16. Someone hits or punches you.
______ 17. Yelling at someone to “Shut up!”
______ 18. Interrupting a person who is talking.
______ 19. Using racial slurs or names to insult the person’s religion, sexuality, gender, etc.

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<tr>
<th>Accidentally saying or doing something that hurts feelings or embarrasses someone (inconsiderate, bad manners, etc.)</th>
<th>When someone says or does something intentionally hurtful (on purpose), maybe once or twice. (sometimes said in anger)</th>
<th>Behavior that is on purpose, repeated over time, and involves an imbalance of power, maybe by including others. They keep doing it even if you tell them to stop or show them that you’re upset.</th>
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Waterford Public Schools
Write your own definition:

**UPSTANDER:**

**BYSTANDER:**

List 5 things an UPSTANDER might do...

#1

#2

#3

#4

#5
Check your answers and place a ✓ next to all the statements you guessed correctly.

1. M   10. M
2. R   11. R
5. R   14. R
6. M   15. M
7. M   16. M
8. M   17. M
10. M  19. M

Choose 3 statements that you answered “incorrectly”, and explain why the teacher would have picked a different answer, based on the definitions on the front.

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<th>Which number you answered incorrectly:</th>
<th>Your explanation of why the teacher wrote a different answer:</th>
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<td>I said mean, but the answer was rude because the person isn’t intentionally trying to hurt someone</td>
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GRADE 7

Lesson Title: Stereotypes

ASCA National Standards

Domain: Personal/Social Development
PS: A1: Acquire Self-knowledge
PS: A2: Acquire Interpersonal Skills

Students will:
• Identify values, attitudes and beliefs
• Identify and express feelings
• Recognize that everyone has rights and responsibilities
• Respect alternative points of view
• Recognize, accept, respect and appreciate individual differences
• Recognize, accept and appreciate ethnic and cultural diversity

Essential Question(s):
What is a stereotype? What are my personal stereotypes?

Instructional Strategies/Lesson/Activities:
• Counselor will facilitate a discussion with students utilizing a PowerPoint.

Materials/Resources:
• Classroom with computer access and/or chromebooks
• PowerPoint

Assessment Strategy:
At end of presentation and discussion, students will review what a stereotype is and will write a paragraph about a time they have been stereotyped or about someone they know who has been stereotyped and how it made them feel.
1. What is a stereotype?

Identifying and Avoiding Stereotypes

a. A stereotype is an oversimplified image or idea of a particular type of person or thing.

2. Common Stereotypes

- gender stereotypes
- personal stereotypes
- professional stereotypes
- racial stereotypes

3. Gender Stereotypes

- Gender stereotypes are the expectations that people have for men and women.
  - Examples:
    - Men hunt, women cook.
    - Boys like blue, girls like pink.
    - Men are leaders; women are followers.

4. Gender Stereotypes: Your Turn

- Write down the top three things that you think girls think about the most:
  -
  -
- Write down the top three things that you think boys think about the most:
  -
  -

Gender Stereotypes

- This stereotype assumes that men care mainly about sex and that women care mainly about chocolate.

How does this commercial stereotype men?

- This stereotype assumes that a “manly man” is one who is very muscular and handsome, he never smells like a woman, and avoids shaving or body-hair facilties.
School Counseling Curriculum for Middle School

How does this comic strip stereotype girls?

How does this advertisement stereotype men?

How does this commercial stereotype men and women?

How does this photograph stereotype boys and girls?

5. Personal Stereotypes

5. Personal stereotypes are the expectations for certain types of people.

Examples:
- "the dumb blonde"
- "the hipster"
- "the jock"
- "the nerd"

Personal Stereotypes: "The Dumb Blonde"

Personal Stereotypes: "The Hipster"

Personal Stereotypes: "The Jock"
School Counseling Curriculum for Middle School

Personal Stereotypes: "The Nerd"
- Characteristics of the stereotypical "the nerd":
  - Skinny
  - Socially awkward
  - Wearing glasses
  - Extremely intelligent
  - Unattractive
  - Unpopular

Personal Stereotypes: "Rich People"
- Stereotypical rich people are usually characterized as:
  - Ungenerous
  - Stingy
  - Greedy
  - Mean
  - Superficial / Fake
  - Uncaring towards the poor
  - Condescending

Personal Stereotypes: "Poor People"
- The stereotypical poor are usually characterized as:
  - Selfish and lazy
  - Spending money on alcohol or drugs
  - Not valuing education
  - Likely to steal

HEY YOU, PARASITE. GET OFF YOUR LAZY BUTT AND GET YOURSELF A JOB!!

Professional Stereotypes
6. Professional stereotypes are the expectations that people have for others in certain career fields.

Examples:
- "the rich lawyer"
- "the strict librarian"
- "the old school teacher"
- "the fat cop"

Professional Stereotypes: "The Rich Lawyer"
- Characteristics of the stereotypical "lawyer":
  - Selfish and greedy
  - Power-hungry
  - Wealthy
  - Prone to lying
  - Addicted to work
  - Serious

Professional Stereotypes: "The Strict Librarian"
- The common stereotype of librarians is characterized by:
  - Being old
  - Being grumpy
  - Wearing glasses
  - Wearing ugly clothing
  - Being very strict and always saying "Shhh..."

Professional Stereotypes: "The Fat Cop"
- Characteristics of the "fat cop":
  - Overweight
  - Loves donuts and coffee
  - Lets pretty women who are caught speeding go free
  - Power hungry
  - Arrogant
  - Control freaks

Racial & Cultural Stereotypes
7. Racial/Cultural stereotypes are the expectations that people have for certain races or cultures.

Examples:
- "the dangerous black man"
- "the privileged white person"
- "the violent Native American Indian"
- "the wise Indian chief"
- "the Indian princess"
- "the cheerful Eskimo"
- "the brave Eskimo"
- "the state stereotypes"
School Counseling Curriculum for Middle School

Racial & Cultural Stereotypes: The Dangerous Black Man
- Characteristics of the stereotypical "dangerous black man":
  - Violent and dangerous
  - Likely to be in jail

Racial & Cultural Stereotypes: The Privileged White Person
- The picture shows common stereotypes of white people that they have it easy in life, that no one judges them for their skin color, and that they're privileged and lucky in life.

Racial & Cultural Stereotypes: The Violent Native American Indian
- Characteristics of the stereotypical American Indian:
  - Violent, dangerous, aggressive
  - Primitive (no modern technology)
  - Uneducated
  - "Savage"

Racial & Cultural Stereotypes: The Wise Indian Chief
- Characteristics of the stereotypical "wise Indian chief":
  - Serious
  - Spiritually-minded
  - In touch with nature
  - Respectful towards nature

Racial & Cultural Stereotypes: The Indian Princess
- Characteristics of the stereotypical "Indian princess":
  - Very beautiful
  - Daughter of chief
  - Kindhearted
  - Usually falls in love with white man

Racial & Cultural Stereotypes: The Cheerful Eskimo
- Characteristics of the stereotypical "Eskimo"
  - Primitive
  - Living in igloo
  - Naive, uneducated
  - Happy and smiling
  - Innocent and tender
  - Kind, brave, simple
  - Happy-go-lucky

Racial & Cultural Stereotypes: The Brave Eskimo
- "J. L. Marshall & Bros. SPECIAL MENSWEAR BOOTS & SHOES, LOW PRICES, AND UNCOUNTED SAVINGS"
- United States Map with State stereotypes
School Counseling Curriculum for Middle School

Positive Stereotypes

8. Some stereotypes are positive, but they are still harmful in the end.

   Examples:
   a. All black men are great basketball players.
   b. All Asians are good at math.
   c. All Hispanics are family-oriented.
   d. All Indians are hardworking.

9. What if you’re not sure if it’s a stereotype?

   a. Ask yourself: “Is that true for all of them?”

   For example, your neighbor complains about teenagers and says, “Teenagers these days! Hmph! So addicted to technology.”

   So, is it likely that literally ALL teenagers are addicted to technology? Some teens are, but not all. Therefore, this is a stereotype.

10. How can we combat stereotypes?

   a. See beyond appearance. Don’t label people as “rich white kid,” “greedy lawyer,” “lazy bum,” or “c. Develop compassion for others. Imagine how other people feel.
   b. Find out what you have in common with people.
   c. Appreciate and celebrate diversity. Get to know them as individuals!

How does this break the stereotypical “man’s role”?

Let’s Recap...

What is a stereotype? A stereotype is an oversimplified image or idea of a particular type of person or thing. It assumes things that may not be true about a person.

Let’s Recap...

11. In a paragraph, write about a time you’ve been stereotyped, or write about someone you know who has been stereotyped. What were the circumstances? How did you or that person feel? Use your best writing skills.
GRADE 7

Lesson Title: Career Day

ASCA National Standards

Domain: Career Development
C: A1: Develop Career Awareness
C: A2: Develop Employment Readiness
C: B1: Acquire Career Information
C: B2: Identify Career Goals
C: C1: Acquire Knowledge to Achieve Career Goals
C: C2: Apply Skills to Achieve Career Goals

Students will:
- Learn about the variety of traditional and nontraditional occupations
- Understand how school success and academic achievement enhance future career and vocational opportunities
- Develop an awareness of personal abilities, skills, interests and motivations
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- Identify personal skills, interests and abilities and relate them to current career choice
- Demonstrate awareness of the education and training needed to achieve career goals
- Understand the relationship between educational achievement and career success
- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

Essential Question(s):
What careers am I interested in? How much education do I need to become a specific profession? Is my education aligned with future career paths of interest to me?

Instructional Strategies/Lesson/Activities:
1. All 7th grade students will receive a personal Career Day schedule, which details the career presentations they will hear.
2. Students will be able to listen to professionals explain their career and be able to ask questions.

Materials/Resources:
- Classrooms for presenters
- Personalized schedule for every 7th grade student

Assessment Strategy:
Students will reflect on Career Day with their teacher and share their experiences. What are three things they learned? Are they more or less interested in certain careers?
GRADE 7

Lesson Title: Career Day Interest Survey

ASCA National Standards

Domain: Academic Development
A: C1: Relate School to Life Experiences

Domain: Career Development
C: A1: Develop Career Awareness
C: B1: Acquire Career Information
C: B2: Identify Career Goals

Students will:
- Understand how school success and academic achievement enhance future career and vocational opportunities
- Develop an awareness of personal abilities, skills, interests and motivations
- Apply decision-making skills to career planning, course selection and career transition
- Identify personal skills, interests and abilities and relate them to current career choice
- Demonstrate awareness of the education and training needed to achieve career goals

Essential Question(s):
What are my current career interests?

Instructional Strategies/Lesson/Activities:
1. Counselor will introduce the topic of Career Day with students and explain what the day will look like, examples of professionals who will be attending, and the goal for the day.
2. Counselor will ask students to review their Career Interest Survey results on Naviance and list their top three career choices.
3. Counselor will explain to students that this information will be used to help match every student with a career of interest on Career Day.

Materials/Resources:
- Classroom with computer access and/or chromebooks

Assessment Strategy:
Students will be able to indicate their top three career choices and reflect upon their own personal strengths and interests.
Lesson Title: Career Exploration (Naviance)

ASCA National Standards

Domain: Academic Development
A: C1: Relate School to Life Experiences

Domain: Career Development
C: A1: Develop Career Awareness
C: B1: Acquire Career Information
C: B2: Identify Career Goals

Students will:
- Identify attitudes and behaviors leading to successful learning
- Identify attitudes and behaviors that will have a positive impact on their school performance
- Identify personal preferences and interests influencing career choice and success

Essential Question(s):
How can I match my interests to a future career?

Instructional Strategies/Lesson/Activities:
1. Counselor will facilitate a discussion with students utilizing a powerpoint.
2. When group discussion is over, students will be able to log into Naviance and take the Career Cluster Finder and Interest Survey.

Materials/Resources:
- Classroom with computer access and/or chromebooks
- PowerPoint

Assessment Strategy:
Exit ticket: each student receives a sticky note and lists two things they learned and a question they still had.
Lesson Title: Course Planning for 8th grade

ASCA National Standards

Domain: Academic Development
A: A3: Achieve School Success

Domain: Personal Development
PS: A1: Acquire Self-knowledge
PS: B1: Self-knowledge Application

Students will:
- Develop a broad range of interests and abilities
- Identify personal strengths and assets
- Identify long- and short-term goals

Essential Question(s):
What course electives am I interesting in taking? What courses do I want to take the upcoming school year?

Instructional Strategies/Lesson/Activities:
1. Counselor will facilitate discussion with students about courses available for the upcoming school year.
2. Counselor will answer questions about courses being offered and recommend courses to students based on personal interests and future career goals.

Materials/Resources:
- Classroom
- Course elective and offerings information

Assessment Strategy:
Students will learn about courses that are available and make selections for the upcoming school year.
Lesson Title: Self-Advocacy

ASCA National Standards

Domain: Academic Development
A: A2: Acquire Skills for Improving Learning

Domain: Personal/Social Development
PS: A1: Acquire Self-knowledge
PS: A2: Acquire Interpersonal Skills
PS: B1: Self-knowledge Application
PS: C2: Acquire Personal Safety Skills

Students will:
- Use communication skills to know when and how to ask for help when needed
- Identify values, attitudes and beliefs
- Identify and express feelings
- Recognize that everyone has rights and responsibilities
- Know that communication involves speaking, listening and nonverbal behavior
- Learn how to make and keep friends
- Know when peer pressure is influencing a decision
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Use effective communication skills
- Know how to apply conflict resolution skills

Essential Question(s):
How can I communicate my needs in an appropriate way?

Instructional Strategies/Lesson/Activities:
1. Counselor will ask students to put their heads down. Ask them some questions and ask them to honestly raise their hands to indicate whether this pertains to them.
   a. What do I do? What do my parents/others do for me? Raise your hand if you handle it in some way vs. having a parent handle it in some way or whether you do nothing at all. We will discuss how/why after.
2. Counselor delivers PowerPoint and initiates conversations about self-advocacy
3. Counselor will give students various scenarios:
   a. You miss school for a few days because you are on vacation or traveling for a sport. Raise your hand if you have a parent contact the school to find out what work missed while you were out.
   b. You discover that your teacher miscalculated the number of points taken off a test. You deserve a 90 but you earned an 84. How do you address this?
School Counseling Curriculum for Middle School

c. Your teacher assigned you a teacher detention and you don’t think it’s fair. You don’t understand why you are in trouble. Who handles it?
d. You notice a mean comment on Instagram made by one of your classmates/friends. How does the student handle this situation?

Materials/Resources:
- PowerPoint
- Scenarios

Assessment Strategy:
Students will demonstrate understanding of self-advocacy through role-plays and discussions.
What is self-advocacy?

- The term self-advocacy refers to a student’s ability to express their thoughts, beliefs and needs independently.
- Students with developed self-advocacy skills can:
  - Articulate what they need in order to be successful.
  - Assertively seek solutions to problems that may arise.
  - Take initiative to resolve conflict or differences in opinion.
  - Recognize friends within their peer group that can help them productively solve a problem.
  - Seek help from an appropriate adult if needed.
- The process of developing self-advocacy in students is ongoing.

Why is it important?

- By working on the development of these skills, students will be better prepared for the challenges of high school, college and beyond.
- Students will be infinitely more productive and successful academically if they learn to communicate openly with adults about what they need to succeed.
- Self-advocating students may find that they are able to resolve social conflicts more easily and are able to do so independently.
- The mature communication skills that are required to self-advocate may prevent conflicts from even starting.

How can we (teachers, counselors, parents) help students be better self-advocates?

- Encourage students to develop their own voice.
- Ask students what went well in their day and what didn’t and why.
- Challenge students to brainstorm alternative solutions to the day’s issues.
- If there is a concern that is lingering from the day, empower the student to create an action plan to resolve it.
- Make sure the plan takes into account what the student needs from others to resolve the issue as well as what they are willing to contribute to the resolution.
- Ask how you can support your student in their plan.
- Anticipate potential roadblocks to success with your student and discuss how to overcome them.
  Practice with them!
GRADE 8

Lesson Title: Reality Check

ASCA National Standards

Domain: Academic Development
A: A1 Improve Academic Self-concept
A: A2 Acquire Skills for Improving Learning
A: A3 Achieve School Success
A: B1 Improve Learning
A: B2 Plan to Achieve Goals
A: C1 Relate School to Life Experiences

Domain: Career Development
C: C1 Acquire Knowledge to Achieve Career Goals

Domain: Personal/Social Development
PS: A1 Acquire Self-knowledge

Students will:
- Identify attitudes and behaviors that lead to successful learning
- Apply knowledge and learning styles to positively influence school performance
- Take responsibility for their actions
- Demonstrate the motivation to achieve individual potential
- Understand the relationship between classroom performance and success in school
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

Essential Question(s):
Am I putting forth my best academic effort? What do I need to do differently in order to be more successful academically?

Instructional Strategies/Lesson/Activities:
1. School counselor will deliver interactive PowerPoint presentation and facilitate conversation
2. PowerPoint presentation includes:
   a. Live survey questions
   b. Small group discussions
   c. Video clips
3. School counselor will end lesson by having students review their current grades and help them create a plan on how to reach their academic goals

Materials/Resources:
- PowerPoint
- Student transcript printout or online

Assessment Strategy:
- School counselor will check for understanding through questioning and think/pair/share opportunities during the lesson
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Reality Check

8th grade isn’t over yet!

Outline

- Introduction
- Reflection
- Surveys
- Group discussion
- Video clip
- Exit ticket

Small Group Discussion

- Why would someone not try their best?
- What factors influence this?
- How do we know if someone is trying their best?

Motivation for Success

- What motivates you?
- Make a list of at least 5 different things
- Extrinsic vs. Intrinsic Motivation (Table)
School Counseling Curriculum for Middle School

- Summer school
- Not walking at promotion
- Being retained
- Long-term outcomes
- High school reality check

Reality

- How many of you have regrets?
- How many of you know people who have regrets?
- What does that feel like?

Regrets

- Make
- What you do today will determine if you have regrets

Regret

- So what?!
Lesson Title: Introduction to Waterford High School/Program of Studies

ASCA National Standards

Domain: Academic Development
A:A3 Achieve School Success
A:B2 Plan to Achieve Goals

Domain: Career Development
C:C1 Acquire Knowledge to Achieve Career Goals

Domain: Personal/Social Development
PS:A1 Acquire Self-knowledge

Students will:
- Learn what courses they are required to take at WHS
- Match courses with future goals
- Review a variety of elective choices for next year

Essential Question(s):
What do I need to know about courses and daily life at Waterford High School in order to be a successful high school student?
What opportunities exist at Waterford High School in order to help prepare me for my future goals?

Instructional Strategies/Lesson/Activities:
1. School counselor will present an overview of WHS and relevant information regarding credits, courses, elective options, etc. utilizing a powerpoint presentation.
2. School counselor will distribute the WHS Program of Studies (POS) to each student and review pertinent information as it coincides with the slide(s) in powerpoint:
   a. Credits
   b. Required courses for 9th grade
   c. Graduation requirements, including learning through service program
   d. College and Career Pathways
   e. Options to earn college credit
   f. Elective options by department
3. At the close of the lesson, students are reminded there will be a follow up lesson where students will create a draft of their 9th grade school schedule, as part of their four year academic plan.
4. Students are reminded to bring their POS to the following lesson.

Materials/Resources:
- WHS Program of Studies
- PowerPoint

Assessment Strategy:
- School counselor will check for understanding through questioning and think/pair/share opportunities during the lesson. Exit slip will ask: What additional question(s) do you have about high school?
Welcome to WHS!

WHS 8th Grade Parent Night
February 21, 2018

Andre Hauser, Principal
Jason Adler, Director of School Counseling

Welcome to Lancer Nation!

Our Goal:
To give every student their own good reason to come to school every day

Why attend WHS?
- Challenging coursework
- Wide variety of course options
- Positive school climate
- 26 varsity-level sports options
- Large number of clubs and co-curricular activities
- Caring, supportive teachers

Learning In and Out of Class
- College and Career Pathways
- Seal of Biliteracy
- Extended Learning Opportunities

Why did we create Pathways?
- Make learning relevant
- Increase interest in elective offerings
- Emphasize the interdisciplinary nature of the world of work
- Increase students’ understanding of the connection between academics and potential career choices

Pathway Options
- STEM
- Health Services
- Business & Hospitality
- Marine & Environmental Science
- Arts & Communication
- Leadership & Public Service
Seal of Biliteracy
- National program, but new to CT
- Recognizes literacy in multiple languages
  - Languages we teach: Spanish, French, Latin
  - Languages students speak at home
- Will be noted on diplomas and transcripts

Extended Learning Opportunities
- Planning stages now -> ready for next year
- Independent research and studies
- Encourage learning beyond/in addition to regular courses
- What will this look like?
  The sky is the limit!

Introductions
- **Administration**
  - Andre Hauser – Principal
  - Alison Moger – Assistant Principal
  - Kirk Samuelson – Assistant Principal
- **School Counseling Staff**
  - Jason Adler – Director of School Counseling
  - Yuan Yuan Chen – School Counselor
  - Leah O’Connor – School Counselor
  - Kelly White – School Counselor

School Counseling Services
- **Comprehensive Program**
  - Academic/Social/College and Career Planning
- **Naviance**: web‐based post-secondary planning
- **Individual Meetings/Small Group Counseling**
- **Classroom Lessons/Advisory Workshops**
- **College/Career Room - Resources**

Scheduling Process
- **Program of Studies**
  - Level Recommendations
    - Mrs. Dinatali
    - Clark Lane staff
    - Parent input
    - Grades/SBAC/MAP scores
  - Classroom lessons/course selection/Power School
  - Course requests/changes/final scheduling

Program of Studies (link)
School Counseling Curriculum for Middle School

Typical Freshman Year

1. English S/A/H
2. World History S/A/H
3. Integrated Science S/A/H
4. Math S/A/H
   (Pre-Algebra; Algebra I; Plane Geometry; Algebra II)
5. Physical Education / .5 Seminar

***Electives: Art, Music, Technology, World Language, Business and Consumer Science

A Day

1. Rise of Civ. / Ancient Eastern Civ. (1)
2. Advisory
3. English 9 (1)
4. Integrated Science (1)
5. Study Academy

B Day

1. World Language (1)
2. Advisory
3. PE .5 / Art .5
4. Seminar .5 / Tech .5
5. Math (1)

*Total – at least 7 credits

Assessment Calendar

- **MAP Testing:** English and Math testing to help with placement, instruction and support (3x a year, primarily 9th and 10th graders)
- **PSAT:** Preliminary Scholastic Aptitude Test
  (October–11th grade & March–10th grade)
- **SAT:** College placement exam
  (November, December, March and June)

Support Systems

- **CARE Committee:** team of counselors, teachers and admin
- **Academic support:** teachers, WHS academy, peer tutoring
- **Social-emotional:** school counselors, school psychologist, social worker, peer mediators, positive foundations class

Outcomes

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<th>2016</th>
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<td>17%</td>
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**Earn College credits at WHS!**

2016-2017 Dual-Enrollment Earned Credit Summary
- 257: number of courses for which WHS students received credit
- 106 earned through UCONN's ECE program
- 150 earned through Three River's CCP program
- 1 earned at Connecticut College

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<td>151**</td>
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**Transition Activities**
- Classroom/Team discussion w/ Mrs. DiNatale & Mr. Adler
- Parent Night
- Guidance Level/Scheduling
- August Orientation – parents and students welcome

You’ve done a Great Job – Now comes the hard part...

Welcome to the Team!

Learning to let go a little

Questions?
Lesson Title: Draft of 9th grade schedule

ASCA National Standards
Domain: Academic Development
A: A3: Achieve school success
A: B1: Improve learning
A: B2: Plan to achieve goals
A: C1: Relate school to life experiences

Domain: Career Development
C: C1: Acquire knowledge to achieve career goals
C: C2: Apply skills to achieve career goals

Domain: Personal/Social Development
PS: B1: Self‐knowledge application

Students will:
- Use knowledge of learning styles to positively influence school performance
- Demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life
- Understand the importance of planning
- Select course work that is related to career interests

Essential Question(s):
- How can I utilize the WHS program of studies to create a 9th grade schedule that best meets my academic and career needs and interests?

Instructional Strategies/Lesson/Activities:
- School counselor will open with a review from the last presentation, which was an overview of WHS and the program of studies. He/she asks the following questions to the group:
  - Who can name a course you have to take in grade 9? What’s another? (Repeat until all courses have been identified: English 9, Integrated Science, Math, Social studies [Rise of Civilization/Ancient Eastern Civilization or Ancient Western Civilization/Middle Ages], Freshman Seminar, PE 9.
  - As the students identify the correct classes, counselor will use the smart board to fill in a sample schedule for a visual aid for the students
  - What are some other electives you can take? Talk about electives in Art, Technology Education, Music, World Language, Business and Hospitality.
  - Who can tell me how many credits you need to take in grade 9?
- School counselor distributes the 4 year plan template and instructs students to utilize the WHS POS to fill in the elective choices based on his/her interests.
School Counseling Curriculum for Middle School

- School counselor circulates to check in with each student to answer questions and make recommendations based on the student’s career path, academic abilities, interests.
- School counselor allows students to go ahead and fill in grades 10-12 with classes that they know they will take for multiple years (i.e. foreign language, music ensembles, etc.) or fill in with other electives that they are interested in based on the course descriptions.
- Students are instructed to identify three “back up” electives so that when they go into the computer lab to enter their course requests they can complete the task, as Powerschool requires back up options.
- School counselor collects all four year plans when the students have finished, as students will utilize the document in the near future when entering their course requests in the computer lab.

Materials/Resources:
- 4 year plan template
- Smart board
- Pencils/pens
- WHS Program of Studies

Assessment Strategy:
- Question and answer, whole group discussion, completed four year plan.
## Four Year Plan

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<th>Grade 11</th>
<th>Grade 12</th>
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GRADE 8

Lesson Title: WHS Course Selections

ASCA National Standards

Domain: Academic Development
A:A3 Achieve School Success
A:B2 Plan to Achieve Goals

Domain: Career Development
C:C1 Acquire Knowledge to Achieve Career Goals

Domain: Personal/Social Development
PS:A1 Acquire Self-knowledge

Students will:
- Select courses for their 9th grade school year based on WHS requirements and elective options.

Essential Question(s):
What courses will I take as a 9th grade student at Waterford High School?

Instructional Strategies/Lesson/Activities:
1. School counselor will remind students about requirements and elective options.
2. School counselor will review instructions on how to select courses on PowerSchool.
3. Students will utilize their 4 year high school plan draft, created in the previous lesson, to enter their requested courses into Powerschool.
4. Students will select courses and 3 backup electives.
5. School counselor will review course selections with each student before students submit their choices.

Materials/Resources:
- WHS Program of Studies
- Computers for each student
- Completed student course drafts from previous lesson

Assessment Strategy:
- Each student will have entered their courses into PowerSchool prior to end of lesson. Counselor can view course request list to ensure completion and check for accuracy.
Lesson Title: Early College Awareness

ASCA National Standards

Domain: Academic Development
A: B2: Plan to achieve goals
A: C1: Relate school to life experiences

Domain: Career Development
C: C1: Acquire knowledge to achieve career goals
C: C2: Apply skills to achieve career goals

Students will:

- Understand the relationship between classroom performance and success in school
- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals

Essential Question(s):

- What post-secondary school options are available to me and how do they match my future goals?

Instructional Strategies/Lesson/Activities:

1. Students have just finished up a lesson in health regarding goal setting and future planning. Students will start by writing a reflection in their journals as to why they think the counselor is here.
2. Counselor will open with a discussion about the connection between their individual goal setting and post-secondary planning.
3. Students are divided into groups of 4 and provided scrap paper and writing utensils.
4. Counselor explains that the students will participate in a ten question trivia game. The group with the highest score wins a prize (college paraphernalia such as a pendant, college pens, etc.)
5. In between questions, counselor expands upon answers providing extensions and further information.
6. Counselor will pull up Naviance and collectively complete a college search
7. Counselor will elicit student feedback and select a college from the output from the search. They will review terminology that is seen such as: acceptance rate; graduation rate; majors; student life; etc.

Materials/Resources:

- Scrap paper
- Pencils/pens
- Trivia questions
- Naviance

Assessment Strategy:

Counselor assesses student learning through trivia game and discussion. At the end of class, students will write a reflection in their health journal identifying at least two things they learned and a question they still have.
POST-SECONDARY TRIVIA GAME

1. What is post-secondary education? An extra point if you can give an example of a type of post-secondary education.
   • Any type of education past high school
   • Examples: college, apprenticeship, trade school, technical school

2. Can you name the 5 4 year public universities in Ct? Get a point for each correct one.
   • UCONN, SCSU, ECSU, WCSU, CCSU

3. What year do you apply for college?
   • Senior year (fall/winter) Most deadlines are 1/1 or 2/1 or rolling admissions

4. What is a 2 year degree called?
   • Associate’s degree

5. What is a 4 year college degree called?
   • Bachelor’s degree

6. What is a transcript?
   • A list of your final grades in each of your classes of high school

7. What is the difference between a public and private college/university?

8. Name as many private colleges or universities in CT that you can. A point for each correct one!

9. Name as many career or technical schools that you can. A point for each correct one!

10. What are some things you should consider when applying for a post-secondary education?
    • Size, major, location, athletics, extra-curriculars, study abroad, academic support
OVERVIEW

Developmental Needs of High School Students
High school is the final transition into adulthood and the world of work. This is the age when teens begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete, and often complex, decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process, and entrance into a competitive job market.

School Counseling Curriculum at Waterford High School
The comprehensive school counseling curriculum at the high school continues to support student development in the academic, career and personal/social areas. The focus of the curriculum at this level is on transitioning middle school students to the high school environment, assisting all students with planning for postsecondary planning (i.e., higher education, career plans, employment skills and goals), involving parents in the postsecondary planning process, and providing identified students with counseling support to remove barriers to academic and personal success. School counselors deliver curriculum through a variety of instructional strategies that primarily include classroom lessons and individual/small group counseling sessions. The school counselor efforts are reinforced by teachers, support staff and administrators through their systematic involvement in the Advisor/Advisee system.

Topics Covered
- Transition from middle to high school
- Academic expectations, school activities, support system, study habits
- Course planning
- Personal/Social development
- Conflict resolution / peer mediation
- Post-secondary planning

Topics Delivered in These Venues
- CARE Committee
- 504 meetings
- IEP meetings
- Individual/small group counseling
- Classroom instruction
## PACING GUIDE FOR LESSONS, ASSESSMENTS AND PARENT ACTIVITIES

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Parent Nights/Coffee Chats</th>
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</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td>[Advisory Transition Workshop #1: Activities and Support Systems]</td>
<td></td>
<td>[Classroom Lesson: Application Process]</td>
<td>Back to School Night</td>
<td></td>
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<tr>
<td>(9th Grade Planning Sessions)</td>
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<tr>
<td><strong>October</strong></td>
<td>[Advisory Transition Workshop #2: Academic Expectations]</td>
<td>PSAT/NMSQT</td>
<td></td>
<td>[Grades 9/10: Academic Expectations; WHS Information]</td>
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</tr>
<tr>
<td>(9th Grade Planning Sessions)</td>
<td>[Classroom Lesson: Introduction to Naviance]</td>
<td></td>
<td>[College Fair]</td>
<td>[Grade 12: The Application Process]</td>
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<tr>
<td><strong>November</strong></td>
<td></td>
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<td></td>
<td>[All Grades: Financial Aid Night]</td>
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<tr>
<td>(9th Grade Planning Sessions)</td>
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<td><strong>December</strong></td>
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<td>(9th and 11th Grade Planning Sessions)</td>
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<tr>
<td><strong>January</strong></td>
<td>Mid-Terms</td>
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<td>Mid-Terms</td>
<td>[Grade 8: Transition To 9th Grade]</td>
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<td>(11th Grade Planning Sessions)</td>
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<tr>
<td><strong>February</strong></td>
<td>[Classroom Lesson: Course Selection and Career Goals]</td>
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<td>[Classroom Lesson: Course Selection and Career Goals]</td>
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<td><strong>March</strong></td>
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<td>PSAT 10</td>
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<td>(11th Grade Planning Sessions)</td>
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## School Counseling Curriculum for High School

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<td>NGSS Testing</td>
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<td>May (10&lt;sup&gt;th&lt;/sup&gt; Grade Planning Sessions)</td>
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<td>AP Testing</td>
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<td>June (10&lt;sup&gt;th&lt;/sup&gt; Grade Planning Sessions)</td>
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<td>Classroom Lesson: College search and the Common Application</td>
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<td>Advisory Workshop: Senior Exit Survey and Program Assessment</td>
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# PACING GUIDE FOR PLANNING SESSIONS

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<td>September</td>
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<td>Post-secondary Planning</td>
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<td>October</td>
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<td>May</td>
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<tr>
<td>June</td>
<td>Planning Sessions</td>
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<td>Post-secondary Planning</td>
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GRADE 9

Lesson Title: Introduction to Naviance and Do What You Are

CSCA/ASCA Content Standard:

- Goal 6: Relationship Between School and Work
- Goal 7: Respect for Self and Others

Classroom Lesson #1

Domain: Career/Personal/Social
Time needed: Full Class Period
Facilitator: School Counselor

Students will:

- Demonstrate personal responsibility for researching postsecondary schools and careers.
- Identify the requirements for postsecondary education programs of interest.

Essential Question(s):

- What is the relationship between personal qualities, education and training and the world of work?
- What is needed to understand and respect self?

Engagement (Hook):

“Who would be good at __________?” or Superlative exercise (most likely to...).

Instructional Strategies / Lesson / Activities:

1. On board, counselor will list five occupations.
2. Counselor will ask for student volunteers that are interested in those careers.
3. With student assistance, counselor will compile a list of characteristics that match the five careers.
4. Counselor will introduce students to Naviance.
5. Counselor will introduce students to the Do What You Are module.
6. Students will complete Do What You Are.
7. Counselor will review results using a fake student account and demonstrate how this can lead to career exploration.

Closure:

What have you learned about yourself from today’s exercise?
Materials / Resources:
- Promethean board
- Computers or comparable devices that will allow each student internet access
- List of five diverse careers
- School e-mails accounts for each student
- Naviance introduction paragraph and registration code for each student
- Fake student Naviance account

Assessment Strategy:
Students will complete the Do What You Are module in Naviance and rate the accuracy of the results. Advisors will then engage students about accuracy of results and potential for career exploration to verify understanding.
I am pleased to introduce Family Connection from Naviance, a Web-based service designed especially for students and families. Family Connection is a comprehensive website that you can use to help make decisions about colleges and careers. Family Connection is linked with College Planner, a service that we use in our office to track and analyze data about college and career plans, so it provides up-to-date information that’s specific to our school and students.

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Registration Code:
GRADE 9

Lesson Title: Introduction to Extracurricular Activities and Support System at WHS

CSCA/ASCA Content Standard:
- Goal 1: Skills for Learning
- Goal 9: Survival and Safety Skills

Transition Workshop #1
Domain: Academic/Personal/Social
Time needed: 30 minutes
Facilitator: School Counselor

Students will:
- Identify the extracurricular and academic opportunities at the high school.
- Recognize the importance of school involvement.
- Identify how to access school support personnel and staff that can assist them with concerns regarding the safety and well-being of themselves and others.
- Identify attitudes and behaviors that contribute to successful performance.

Essential Question(s):
- How does access to school resource leads to success?
- Why is being involved in school activities is important?

Engagement (Hook):
Students will discuss activities in which they have participated in the past. Students will participate in a “get to know each other” scavenger hunt.

Instructional Strategies / Lesson / Activities:
1. Introduction to high school activities.
2. Discuss differences between middle school and high school activities (i.e. time commitment, announcements, sign ups).
3. Hand out list of high school clubs and extra-curricular activities.
4. Hand out support personnel and staff worksheet and school map.
5. Quiz students on prior knowledge of building and support staff (reference map).
6. Question and answer period about support personnel.
7. Review how to make an appointment with school counselor.

Closure:
“Name this Activity” Guessing Game: Read descriptions of a variety of activities and have students guess the name of the activity.
Materials / Resources:
- Scavenger hunt handout
- List of extra-curricular activities
- 6-10 index card descriptions of activities
- Writing utensils
- List of support services

Assessment Strategy:
Students complete questionnaire which reviews content discussed in lesson.
SCAVENGER HUNT - GRADE 9 WORKSHOP #1

1. Find someone who likes to run.

_____________________________________________________________

2. Find someone who plays an instrument. Write which one.

______________________________________________________________

3. Find someone who has ever performed in a play or drama performance.

______________________________________________________________

4. Find someone who participates in a sport. Write which one.

______________________________________________________________

5. Find someone who likes to paint or draw.

______________________________________________________________

6. Find someone who volunteers in their community. What do they do?

______________________________________________________________
## [School Year] Clubs and Activities

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<tr>
<th>Club / Activity</th>
<th>Teacher / Advisor</th>
<th>Room Number</th>
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<tbody>
<tr>
<td>Anti-Bullying Coalition</td>
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<td>Archivist Group</td>
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<td>Athletic Teams</td>
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<tr>
<td>Bones Club</td>
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<tr>
<td>Chorus/Jazz Band</td>
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<td>Class Council – 9th Grade</td>
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<td>Class Council – 10th Grade</td>
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<td>Class Council – 12th Grade</td>
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<td>Courtyard Garden Group</td>
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<td>Dance Club</td>
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<td>DATE</td>
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<td>DECA</td>
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<td>Environmental Club</td>
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<td>Exchange: All Mentors</td>
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<tr>
<td>Fencing Club</td>
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<td>Film Society</td>
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<td>French Club</td>
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<tr>
<td>Gaming Club (November-March)</td>
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<td>GSA</td>
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<td>Key Club</td>
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<td>Lancelot – School Newspaper</td>
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<tr>
<td>Medical Careers Club</td>
<td></td>
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<tr>
<td>Ocean Science Bowl</td>
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<tr>
<td>Orchestra/String Orchestra</td>
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<td>Recycling Club</td>
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<td>Running Club</td>
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<td>SADD</td>
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<td>Science Bowl</td>
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<td>Video Production</td>
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<td>WATERFORDrama</td>
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## SUPPORT SERVICES

**Material:** Handbook p. 3 *(Names You Need to Know)*

<table>
<thead>
<tr>
<th>Name / Email</th>
<th>Location</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal 9/11</td>
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<td>Assistant Principal 10/12</td>
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<tr>
<td>School Counseling Chair</td>
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<td>School Counselor 1</td>
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<td>School Counselor 2</td>
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<td>School Counselor 3</td>
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<td>Guidance Secretary</td>
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<td>Library</td>
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<td>Learning Through Service</td>
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<td>School Social Worker</td>
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<td>School Resource Officer</td>
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<td>Computer Lab Support 1</td>
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<td>Computer Lab Support 2</td>
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<td>Computer Lab Support 2</td>
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<td>Attendance Office</td>
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<td>Main Office Support Staff</td>
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School Counseling Curriculum for High School

Waterford High School
Second Floor Plan
School Counseling Curriculum for High School

Waterford High School
Third Floor Plan
GRADE 9 TRANSITION WORKSHOP #1

Closure: Activity Descriptions for Guessing Game

1. If you joined this extracurricular club/activity, you would have a voice in the activities your Class would be doing during the year. You would help to plan class events, raise money for events and make decisions about your junior and senior prom. Joining this will show signs of leadership.

2. Involvement in this club will serve the community and you would find yourself gaining LTS hours with the types of activities you will be doing if you join. It is a national club and a well-known service extracurricular activity amongst colleges and universities. This club prides itself on helping others in the community.

3. If you like to act or work on stage set-up, or would like to try these activities, you are a great fit for this club. The students who join this club often put in many hours of practice and work, all for a few nights! Members of this club like to perform or like to create stage scenes, designs or lighting for the stage.

4. If you like to help others in the school, or are very good either in a certain subject area or with organization, you could join this club. These students stay after school once a week to help other students with their studies either in one specific subject or with organizational skills and homework.
5. Enjoy playing video games or just gaming in general?! Then this is the club for you. Stay after school once a week to play your favorite video game with friends or make a new friend by joining!

6. Score a goal, take a plunge, or run a mile: these activities are open for all to try-out or join. If you like sports or are an athlete at heart….or would like to become one…..give any of these a try!

7. Joining this extracurricular activity shows a sense of leadership and allows you to help plan activities for school-wide programs and functions. You can be a part of the planning of school-wide dances, pep-rallies and other fun events that all students, of any grade level will enjoy.
GR. 9 TRANSITION WORKSHOP #1 ASSESSMENT

Name: ________________________________ Advisory: ____________________________

School Counselor: ________________________________

1. Name two ways to find information about how to join a club or activity.

2. Name one club/activity that you may want to join this year.

3. Name three people you can go to for support and the reason you would go to see them.

4. How do you make an appointment with your school counselor?
GRADE 9

Lesson Title: Introduction to the Importance of Waterford High School’s Academic Expectations

CSCA/ASCA Content Standard:
- Goal 1: Skills for Learning
- Goal 3: Academic to Life Success

Transition Workshop #2
Domain: Academic
Time needed: 30 minutes
Facilitator: School Counselor

Students will:
- Recognize the relationship between course selection and post-secondary goals.
- Student will describe high school academic expectations.

Essential Question(s):
How will the understanding of WHS’s academic expectations lead to my high school success?

Engagement (Hook):
Students will respond to questions regarding current grades:
- How many of you have at least one grade you would like to improve?
- How many of you have a grade you would like to maintain?
- Why are grades important for your future?

Instructional Strategies / Lesson / Activities:
1. Handout a sample transcript and ask if any student knows the name of the document and its purpose.
2. Ask students what information they see on the transcript.
3. Review format of the transcript (i.e. Y1 grades, GPA, Class rank, LTS, etc.).
4. Access student Powerschool “quick lookup” view and explain differences and correlation between portal and transcript.
5. Remind students how they can access the portal and why it’s important to check.
6. Discuss marking periods at WHS (refer to marking period calendar).
7. Review differences between GPA and class rank.
8. Have students refer to transcript to identify which courses would be used to calculate class rank.
9. Explain how honor roll at WHS is calculated.

Closure:
Review the relationship between academic choices, transcript, and post-secondary options.
School Counseling Curriculum for High School

Materials / Resources:
- Sample transcript
- List of graduation requirements
- GPA scale
- Writing utensil
- Class Rank Point system
- Marking period calendar

Assessment Strategy:
Students complete questionnaire which reviews content discussed in lesson.
Graduation Requirements:

- English 9, 10, 11, 12 (4 Credits)
- Science (3 Credits)
- Social Studies (3 Credits - one must be US History)
- Civics (.5 Credits)
- Mathematics (3 Credits - one must be Algebra 1-A or Algebra 1-S)
- Physical Education (1 Credit total: .5 per year grades 9 and 10)
- Health Education (.5 Credit)
- Fine or Vocational Arts (1.5 Credits: Fine Arts subjects include Art and Music. Vocational subjects include all Hospitality Business Academy and Technology Education course work.)
- CAPT (must reach Band 3, 4, or 5)
- LTS: 80 hours

Grading Scales:

This simple scale has many variations at high schools across the nation and is used primarily for purposes of honor roll calculation, scholarship information and, when requested, college applications. Most often colleges and universities require a class rank based on weighted academic classes, with an emphasis on the rigor of a student’s program. However, the calculation of the simple GPA draws from the grades of ALL classes taken by a student, both academic and non-academic, regardless of weight.
## WHS ACADEMIC CALENDAR

### 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
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<tbody>
<tr>
<td>Q1</td>
<td>8/29 - 11/2</td>
<td>11/5 - 1/18</td>
</tr>
<tr>
<td>Q2</td>
<td>11/2 - 1/18</td>
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<tr>
<td>E1</td>
<td>1/28 - 4/5</td>
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<tr>
<td>Q3</td>
<td>4/8 - 6/25</td>
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### 2013-2014

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<tr>
<td>Q3</td>
<td>4/7 - 6/11</td>
<td>6/6-6/11</td>
</tr>
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</table>

Snow days will be added onto the school year as needed.
GPA Scale:

The calculation of an unweighted GPA converts each letter grade to a number by using a simple scale. The scale assigns a number to each letter grade. In the past, we have used a 4.0 scale to calculate a simple grade point average, without giving acknowledgement in points to a plus or minus grade. Upon review of this procedure and our past honor roll scale; we have made the decision to change our scale to a 4.33 scale with an A+ receiving the highest value. Honor roll status will be based on a student’s simple GPA. Below is our scale used to calculate the simple, unweighted GPA for students. Each letter grade is assigned a point value. All points earned are totaled. The total is then averaged by the number of courses taken by the student.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Equivalent Average on 4.33 Scale</th>
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<tr>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Honor Roll Status</th>
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<tr>
<td>High Honors</td>
<td>3.67 – 4.33</td>
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<tr>
<td>Honors</td>
<td>2.67 – 3.66</td>
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Class Rank:

Class rank is determined by rank ordering the members of a class by Quality Point Average in all academic classes. The five academic areas are comprised of courses in English, Mathematics, History, Science, and World Language. A quality point total is computed by adding points earned in those classes, according to the quality point scale listed below. Half credit courses receive half the points listed. The total points accrued over a six semester period of time will then be divided by the number of academic courses taken during that time. Students will be rank-ordered to determine the official junior year rank. The same process will be used after the seventh semester to determine the final rank, valedictorian and salutatorian as well. An unofficial rank is noted on all report cards.

Course Levels: Honors/AP/ECE - H, Advanced - A, Standard - S

QUALITY POINT/GPA SCALE

- Based on weighted GPA
- Only includes academic courses that have a level assigned to it. There are a number of academic electives such as Journalism, creative writing, marine biology, that are included when calculating class rank.
- Each grade is translated into a number based on the grade and leveling.

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<thead>
<tr>
<th>GRADE</th>
<th>H</th>
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<th>S</th>
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School Counseling Curriculum for High School

Waterford High School
Official Transcript

CEEB CODE: 070-873

| Student ID | 5893869156 |
| Grade | 12 |
| Gender | M |
| Date of Birth | 1/1/2013 |
| Home Address |  |

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<table>
<thead>
<tr>
<th>Current Year - Work In Progress</th>
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</thead>
<tbody>
<tr>
<td>13-14 Waterford High School</td>
</tr>
<tr>
<td>13</td>
</tr>
</tbody>
</table>

| Comments: | |

Class Rank: 87 out of 239  
Current Earned Credits: 24  
Mid Year Unweighted GPA: 3.44  
24 Credits For Graduation (Grades 9 - 12)  
Learning Through Service Graduation Requirement: 80 Hours (Prorated for Transfer Students)  
Hours Completed: 90  
Transcript is unofficial unless signed or sealed by a school official  
Signature of School Officer:  
Date: 02/21/2013

Waterford Public Schools  113
GR. 9 TRANSITION WORKSHOP #2 ASSESSMENT

Name: ________________________________  Advisory: ________________________________

School Counselor: ________________________________

Circle the correct answer or fill in the blank:

1. How many credits are required for graduation?  18  20  24  26

2. Name a course that would count as a credit towards your Fine or Vocational Arts graduation requirement.

3. How many credits in math are required for graduation?

4. How many credits in science are required for graduation?

5. Circle the Social Studies course that is required for graduation, but is only .5 credit.
   US History               World History II           Civics             Contemporary Affairs

6. How many LTS hours do you need to graduate?

7. Circle the courses that are requirements for graduation:
   PE   Personal Finance   Art   Health   Algebra II   Psychology   Algebra I

8. Which one of these grading scales uses the grades only the classes that are “weighted”? Circle the correct response:
   GPA   Class Rank

9. Which grading scales is calculated by using the grades from ALL classes, academic and non-academic classes, regardless of “weight”? Circle the correct response:
   GPA   Class Rank

10. Circle the courses that would give you points towards your class rank:
    Art   Algebra II   Team Sports   Creative Writing   Psychology   Drafting
    Band   Anatomy   Biology   Intro. to Culinary   Chemistry   Journalism
11. Name five things that you could find on your transcript:  1. ____________________________
   2. ____________________________      3. ____________________________
   4. ____________________________      5. ____________________________

Describe briefly why it is important try your best academically in Grade 9 and Grade 10, not just the last two years of school.

You may want to use this word bank for help:
study habits
transcript
GPA
Class Rank
college
graduation requirements
credits
GRADE 9

Lesson Title: Course Selections and Career Goals

CSCA/ASCA Content Standard:

- Goal 2: School Success
- Goal 3: Academics to Life
- Goal 6: Relationship Between School and Work

Classroom Lesson #2

Domain: Academic/Career
Time needed: Class Period
Facilitator: School Counselor

Students will:

- Locate course selection information in the WHS Program of Studies (POS).
- Identify courses that relate to their career(s) of interest.
- Recognize the relationship between course selection and post-secondary goals.
- Enroll in subjects that support career aspirations.

Essential Question(s):

- What is the benefit of taking courses aligned with future career goals?
- How does high school performance impact post-secondary goals?

Engagement (Hook):

Students are given sample transcripts and the student’s career goal and students are asked whether they feel the student would have the appropriate course work/grade/etc. for his/her future goal.

Instructional Strategies / Lesson / Activities:

1. Counselor will review WHS graduation requirements, using a template of the four year plan created in grade 9.
2. Counselor will have students review the recommended course work for admission into a four year college, as noted in the POS.
3. Students are instructed to log into their Naviance account and click on a saved career of interest and/or career cluster of interest.
4. Students are instructed to locate and study the “Plan of Study” for a particular career cluster and review the related courses recommended to take while in high school. (To access: scroll down the “overview” page and then click on “education and training”).
5. Students can also reference the “Elective Coursework Worksheet” on Naviance as an additional tool to help students select courses.
6. Students will use the WHS POS to review course descriptions, pre-requisite information, etc. for related course work.
7. Counselors introduce College Career Pathways as a template for course selection.
8. Students will update their saved 4 year plan with the coursework they wish to take over the next two years based on their research of the POS and future career plans/goals.
Closure:
Students will pick a partner and talk about their future goals and course work they have decided to take to meet their goal(s).

Materials / Resources:
- Computer/Naviance account
- Program of Studies
- College Career Pathways Flyers
- Students’ Four Year Plan

Assessment Strategy:
Revision of four year plan
College and Career Pathways

Paving the way towards College and Career

STEM
Marine and Environmental Science
Leadership and Public Service
Health Services
ARTS & COMMUNICATION
Business & Hospitality
## Course Selection Samples

### Non-Competitive 4-Yr. College/2-Yr. College Selections - Standard Track

<table>
<thead>
<tr>
<th>Grade 9:</th>
<th>Grade 10:</th>
</tr>
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<tbody>
<tr>
<td>English 9 – S</td>
<td>English 10 – S</td>
</tr>
<tr>
<td>World History – S</td>
<td>World History 2 – S</td>
</tr>
<tr>
<td>Algebra I – A</td>
<td>Plane Geometry – S</td>
</tr>
<tr>
<td>Integrated Science – S</td>
<td>Biology – S</td>
</tr>
<tr>
<td>World Language 1 – A</td>
<td>World Language 2 – A</td>
</tr>
<tr>
<td>PE/Elective</td>
<td>PE/Health</td>
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<table>
<thead>
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<tbody>
<tr>
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<tr>
<td>U.S. History – S</td>
<td>Criminal Justice in America – S</td>
</tr>
<tr>
<td>Algebra 1 Part II – S</td>
<td>Algebra II – S</td>
</tr>
<tr>
<td>Chemistry – S</td>
<td>Physics – S</td>
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<tr>
<td>World Language 3 – A</td>
<td>Academic Elective or Elective</td>
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<tr>
<td>Elective</td>
<td>Civics</td>
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### Traditional College Selections - Advanced Track

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<td>World History – A or H</td>
<td>World History II – A or H</td>
</tr>
<tr>
<td>Integrated Science – A or H</td>
<td>Biology – A or H</td>
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<tr>
<td>Algebra I – A</td>
<td>Plane Geometry – A or H</td>
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<tr>
<td>World Language 1 or 2 – A</td>
<td>World Language 2 or 3 – A</td>
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<tr>
<td>PE/Elective</td>
<td>Health – PE</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
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<table>
<thead>
<tr>
<th>Grade 11:</th>
<th>Grade 12:</th>
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<tbody>
<tr>
<td>English 11 – A</td>
<td>English 12 – A</td>
</tr>
<tr>
<td>U.S. History – A</td>
<td>Contemporary Affairs – A</td>
</tr>
<tr>
<td>Chemistry I – A/Elective</td>
<td>Pre-Calculus – A or H</td>
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<td>Algebra II – A or H</td>
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### Honors Competitive College Selections

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<td>World History I – A or H</td>
<td>Biology – A or H</td>
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<td>Algebra II – A or H</td>
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<tr>
<td>Plane Geometry – A</td>
<td>World Language 3 – H</td>
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<tr>
<td>World Language 2 – H</td>
<td>Health/PE</td>
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<td>Pre Calculus – H</td>
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### School Counseling Curriculum for High School

#### FOUR YEAR PLAN

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<td>3 Science</td>
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<td>English 12</td>
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<tr>
<td>Integrated Sci</td>
<td>Biology</td>
<td>Science</td>
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<td>World History I</td>
<td>World History II</td>
<td>U.S. History</td>
<td>__________</td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>__________</td>
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</tbody>
</table>

| 7.0 credits | 7.0 credits | 6.5 credits | 6.0 credits |
GRADE 9

Pre-Planning Session Survey: Grade 9 About Me Worksheet

Name: __________________________      WHS Academy teacher & block: _________________________

Grade 9 About Me Worksheet: Please answer the back of this questionnaire and the below questions thoughtfully, as it will help your counselor get to know you. Counselors will be meeting with freshmen in small groups through their WHS Academy Study hall block soon.

If you prefer an individual meeting, in lieu of the small group meeting, please check off here: ____

1. Tell me about yourself. What are your interests?

2. Past involvement in clubs/activities. Have you joined a club at WHS/do you have one in mind?

3. How is your year going so far? How are classes? Any questions/issues/concerns?

4. Family background(parents, siblings, pets, etc.) & anything about your family make-up or background you’d like me to know:

5. What is your favorite subject? Academic strengths?

6. Where do you see yourself in the future?

7. What do you want to achieve at WHS by the time you graduate?

8. Tell me 3 things/facts about yourself:
   1. 
   2. 
   3. 

9. Complete the following sentence about yourself: I wish my counselor knew........

One academic goal I have is... ________________________________________________________

One personal goal I have is... ________________________________________________________

Waterford Public Schools 121
By the end of the individual planning session, students will:

- _______ Understand the role of a school counselor
- _______ Know how to make an appointment with their counselor
- _______ Be familiar with the high school grading calendar
- _______ Understand the attendance/tardy policy
- _______ Explore WHS clubs and activities
- _______ Review graduation requirements
- _______ Develop a preliminary four year plan
- _______ Discuss interests with their school counselor
- _______ Discuss current academic progress with their school counselor
GRADE 9 INDIVIDUAL PLANNING WORKSHEET

- Tell me about yourself. What are your interests? What are you an expert in?

- Past involvement in clubs/activities. Have you joined a club at WHS/do you have one in mind?

- How is your year going so far? How are classes? Any questions/issues/concerns?

- Suggestions for support with one of these concerns. Action plan to address concerns:

- Family Background: (parents, siblings, pets, etc.)

- What are your academic strengths? Favorite subjects?

- What are your academic weaknesses?

- What kind of teacher/teaching style works best for you (what’s your learning style)?

- Where do you see yourself in the future?

- What tools do you need from WHS to accomplish this?

- What do you want to achieve at WHS by the time you graduate?

- Is there anything else important for me to know about you, your passions, your education, your family, etc.?
Lesson Title: Career Exploration

CSCA/ASCA Content Standard:
- Goal 4: Investigate Careers
- Goal 6: Relationship Between School and Work

Classroom Lesson #1
- Domain: Career
- Time needed: Class Period
- Facilitator: School Counselor

Students will:
- Recognize skills and training required by jobs.
- Recognize helpful high school courses in which to enroll.
- Be introduced to College Career Pathway.

Essential Question(s):
- Why is it important that individual characteristics fit with characteristics needed for life career goals?
- What skills are needed to investigate the world of work and the relationship between personal qualities, education and training and the world of work?

Engagement (Hook):
Counselors will dress as a professional athlete and write down “What is The Chance?” on the board.

Instructional Strategies / Lesson / Activities:
1. Counselor will model how my (counselor) educational goals, training goals, and personal characteristics compare with those of my career.
2. School counselor will put the Naviance web page on promethean board.
3. School counselor will pull up the Do What You Are Results from Grade 9.
4. School counselor will model steps to research careers on promethean board based on Do What You Are Results or from the Careers Tab.
5. School counselor will review each tab under a career and show students the information under each heading.
6. School counselor will model how to expand the information from one career to majors under the career.
7. School counselor will review with students how choosing a major will bring them to selections of colleges/universities.
8. School counselor will review how to log on to Naviance.
9. Students will log on to Naviance.
10. Students will use the About Tab to review their Do What You Are results.
11. Students will use the Careers Tab to explore additional careers.
12. Students will research careers on their own and complete the Career Exploration Worksheet.
13. Students are instructed to locate and study the “Plan of Study” of the job(s) of choice and recognize the related courses offered at high school.

**Closure:**
What have you learned about career exploration?

**Materials / Resources:**
- Computer/Naviance account
- Sport gear or jersey that the counselor will never be linked to as a career
- College Career Pathway Registration Form
- Program of Studies – page of College Career Pathways
- Career Exploration worksheet
- Parent Night/ Coffee presentations

**Assessment Strategy:**
Students will record the job(s) of choice on Naviance. Advisors will then engage students about results.
CAREER AND MAJORS EXPLORATION / GUIDANCE LESSON WORKSHEET

Name: ___________________________  Date: __________

1. My personality type is ___________________________  
   In my words, I am ___________________________

2. I like to ___________________________ when I have free time.

3. My favorite subjects at high school are: ___________________________  and ___________________________

4. I am interested in the following possible careers:
   a. ___________________________
   b. ___________________________
   c. ___________________________

5. Please answer the following questions based off one of the above careers:
   • Career Name
   • Career Description
   • Under the “Task and Activities” tab, find 3 tasks that you might be doing if you pursued this career:  
     __________________________________________
     __________________________________________
     __________________________________________
   • Name 2 related career that you may be interested in:  
     __________________________________________
     __________________________________________
   • Name 3 related college majors: ___________________________, ___________________________ and ___________________________
Lesson Title: **Course Selections and Career Goals**

### CSGA/ASCA Content Standard:
- **Goal 2:** School Success  
- **Goal 3:** Academics to Life  
- **Goal 6:** Relationship Between School and Work  

<table>
<thead>
<tr>
<th>Classroom Lesson #2</th>
<th>Domain: Academic/Career</th>
<th>Time needed: Class Period</th>
<th>Facilitator: School Counselor</th>
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</table>

### Students will:
- Locate course selection information in the WHS Program of Studies (POS).  
- Identify courses that relate to their career(s) of interest.  
- Recognize the relationship between course selection and post-secondary goals.  
- Enroll in subjects that support career aspirations.  

### Essential Question(s):
- What is the benefit of taking courses aligned with future career goals?  
- How does high school performance impact post-secondary goals?  

### Engagement (Hook):
Students are given sample transcripts and the student’s career goal and students are asked whether they feel the student would have the appropriate course work/grade/etc. for his/her future goal.

### Instructional Strategies / Lesson / Activities:
1. Counselor will review WHS graduation requirements, using a template of the four year plan created in grade 9.  
2. Counselor will have students review the recommended course work for admission into a four year college, as noted in the POS.  
3. Students are instructed to log into their Naviance account and click on a saved career of interest and/or career cluster of interest.  
4. Students are instructed to locate and study the “Plan of Study” for a particular career cluster and review the related courses recommended to take while in high school. (To access: scroll down the “overview” page and then click on “education and training”).  
5. Students can also reference the “Elective Coursework Worksheet” on Naviance as an additional tool to help students select courses.  
6. Students will use the WHS POS to review course descriptions, pre-requisite information, etc. for related course work.  
7. Counselors introduce College Career Pathways as a template for course selection.  
8. Students will update their saved 4 year plan with the coursework they wish to take over the next two years based on their research of the POS and future career plans/goals.
**Closure:**

Students will pick a partner and talk about their future goals and course work they have decided to take to meet their goal(s).

**Materials / Resources:**

- Computer/Naviance account
- Program of Studies
- College Career Pathways Flyers
- Students’ Four Year Plan

**Assessment Strategy:**

Revision of four year plan
College and Career Pathways

Paving the way towards College and Career

STEM
Science Technology Engineering Math

Arts & Communication

Marine and Environmental Science

Leadership and Public Service

Business & Hospitality

Health Services
## Course Selection Samples

### Non-Competitive 4-Yr. College/2-Yr. College Selections - Standard Track

<table>
<thead>
<tr>
<th>Grade 9:</th>
<th>Grade 10:</th>
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<tbody>
<tr>
<td>English 9 – S</td>
<td>English 10 – S</td>
</tr>
<tr>
<td>World History – S</td>
<td>World History 2 – S</td>
</tr>
<tr>
<td>Algebra I – A</td>
<td>Plane Geometry – S</td>
</tr>
<tr>
<td>Integrated Science – S</td>
<td>Biology – S</td>
</tr>
<tr>
<td>World Language 1 – A</td>
<td>World Language 2 – A</td>
</tr>
<tr>
<td>PE/Elective</td>
<td>PE/Health</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
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</table>

<table>
<thead>
<tr>
<th>Grade 11:</th>
<th>Grade 12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11 – S</td>
<td>English 12 – S</td>
</tr>
<tr>
<td>U.S. History – S</td>
<td>Criminal Justice in America – S</td>
</tr>
<tr>
<td>Algebra I Part II – S</td>
<td>Algebra II – S</td>
</tr>
<tr>
<td>Chemistry – S</td>
<td>Physics – S</td>
</tr>
<tr>
<td>World Language 3 – A</td>
<td>Academic Elective or Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Civics</td>
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### Traditional College Selections - Advanced Track

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<td>English 10 – A</td>
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<td>World History – A or H</td>
<td>World History II – A or H</td>
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<td>Integrated Science – A or H</td>
<td>Biology – A or H</td>
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<tr>
<td>Algebra I – A</td>
<td>Plane Geometry – A or H</td>
</tr>
<tr>
<td>World Language 1 or 2 – A</td>
<td>World Language 2 or 3 – A</td>
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<tr>
<td>PE/Elective</td>
<td>Health – PE</td>
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<tr>
<td>Elective</td>
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<table>
<thead>
<tr>
<th>Grade 11:</th>
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<tbody>
<tr>
<td>English 11 – A</td>
<td>English 12 – A</td>
</tr>
<tr>
<td>U.S. History – A</td>
<td>Contemporary Affairs – A</td>
</tr>
<tr>
<td>Chemistry I – A/Elective</td>
<td>Pre-Calculus – A or H</td>
</tr>
<tr>
<td>Algebra II – A or H</td>
<td>Physics – A</td>
</tr>
<tr>
<td>World Language 3 or 4 – A</td>
<td>Academic Elective/Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Civics</td>
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### Honors Competitive College Selections

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<td>Integrated Science – A or H</td>
<td>Algebra II – A or H</td>
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<td>World Language 3 – H</td>
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<table>
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<th>Grade 11:</th>
<th>Grade 12:</th>
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<tbody>
<tr>
<td>English 11 – H</td>
<td>English 12 AP/H</td>
</tr>
<tr>
<td>U.S. History AP/H</td>
<td>AP Psychology or AP European History</td>
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<tr>
<td>Chemistry I – A/Elective</td>
<td>Calculus – H</td>
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<tr>
<td>Pre Calculus – H</td>
<td>Physics – A, or Physics II AP/H, or Biology AP/H, or</td>
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<td>Choice-Academic Elective/Elective</td>
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</tr>
<tr>
<td>Marine Science - H</td>
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## School Counseling Curriculum for High School

### FOUR YEAR PLAN

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<td>3 Science</td>
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<thead>
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<tr>
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<td>Math</td>
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<td>Math</td>
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</tr>
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<td>Civics</td>
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<td>Fresh Seminar</td>
<td>Health</td>
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<tbody>
<tr>
<td>7.0 credits</td>
<td>7.0 credits</td>
<td>6.5 credits</td>
<td>6.0 credits</td>
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</table>
GRADE 10

Sophomore Individual Planning Session

Name: ________________________________________  Date: ____________

Parents/Guardians attended the meeting:   NO

Yes, ___________________

____ Review the student’s progress in academics, extra-curricular activities and transcript/graduation progress

____ Discuss their tentative post-secondary plan/ Review Career Survey/Naviance

____ Discuss Grade 11 course selection and discuss activities in the coming summer

____ Review the junior year calendar

____ Discuss Standardized Tests, Linking Khan Academy and Collegeboard accounts
GRADE 11

Lesson Title: Course Selections and Career Goals

CSCA/ASCA Content Standard:

- Goal 2: School Success
- Goal 3: Academics to Life
- Goal 6: Relationship Between School and Work

Classroom Lesson #1

Domain: Academic/Career

Time needed: Class Period

Facilitator: School Counselor

Students will:

- Locate course selection information in the WHS Program of Studies (POS).
- Identify courses that relate to their career(s) of interest.
- Recognize the relationship between course selection and post-secondary goals.
- Enroll in subjects that support career aspirations.

Essential Question(s):

- What is the benefit of taking courses aligned with future career goals?
- How does high school performance impact post-secondary goals?

Engagement (Hook):

Students are given sample transcripts and the student’s career goal and students are asked whether they feel the student would have the appropriate course work/grade/etc. for his/her future goal.

Instructional Strategies / Lesson / Activities:

1. Counselor will review WHS graduation requirements, using a template of the four year plan created in grade 9.
2. Counselor will have students review the recommended course work for admission into a four year college, as noted in the POS.
3. Students are instructed to log into their Naviance account and click on a saved career of interest and/or career cluster of interest.
4. Students are instructed to locate and study the “Plan of Study” for a particular career cluster and review the related courses recommended to take while in high school. (To access: scroll down the “overview” page and then click on “education and training”).
5. Students can also reference the “Elective Coursework Worksheet” on Naviance as an additional tool to help students select courses.
6. Students will use the WHS POS to review course descriptions, pre-requisite information, etc. for related course work.
7. Counselors introduce College Career Pathways as a template for course selection.
8. Students will update their saved 4 year plan with the coursework they wish to take over the next two years based on their research of the POS and future career plans/goals.
Closure:
Students will pick a partner and talk about their future goals and course work they have decided to take to meet their goal(s).

Materials / Resources:
- Computer/Naviance account
- Program of Studies
- College Career Pathways Flyers
- Students’ Four Year Plan

Assessment Strategy:
Revision of four year plan
### School Counseling Curriculum for High School

#### COURSE SELECTION SAMPLES

**NON-COMPETITIVE 4-YR. COLLEGE/ 2-YR. COLLEGE SELECTIONS - STANDARD TRACK**

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<tbody>
<tr>
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<td>Plane Geometry – S</td>
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</tr>
<tr>
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<td>Academic Elective or Elective</td>
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#### TRADITIONAL COLLEGE SELECTIONS - ADVANCED TRACK

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<td>World Language 1 or 2 – A</td>
<td>World Language 2 or 3 – A</td>
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<td>PE/Elective</td>
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<td>Physics – A</td>
</tr>
<tr>
<td>World Language 3 or 4 – A</td>
<td>Academic Elective/Elective</td>
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#### HONORS COMPETITIVE COLLEGE SELECTIONS

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<td>AP Psychology or AP European History</td>
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<tr>
<td>Chemistry I – A/Elective</td>
<td>Calculus – H</td>
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<tr>
<td>Pre Calculus – H</td>
<td>Physics – A, or Physics II AP/H, or Biology AP/H, or Chemistry II AP/H</td>
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<td>World Language 5 AP/H</td>
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## FOUR YEAR PLAN

**Total Credits: 24**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tr>
<td>4 English</td>
<td>English 9</td>
<td>English 10</td>
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<td>English 12</td>
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<tr>
<td>3 Math (Alg.)</td>
<td>Integrated Sci</td>
<td>Biology</td>
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<td>World History II</td>
<td>U.S. History</td>
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<td>Math</td>
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<tr>
<td>Placement/Project</td>
<td>Fresh Seminar</td>
<td>Health</td>
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**Career Goal:**

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<th>Grade 10</th>
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- **School Counseling Curriculum for High School**
- **Waterford Public Schools**

- **FOUR YEAR PLAN**

- **Total Credits: 24**

- **Career Goal:**
GRADE 11

Lesson Title: Post-secondary Planning and Starting the Common Application

CSCA/ASCA Content Standard:
- Goal 3: Academics to Life Success
- Goal 6: Relationship Between School and Work

Classroom Lesson #2
Domain: Academic/Career
Time needed: Class Period
Facilitator: School Counselor

Students will:
- Demonstrate personal responsibility for researching postsecondary schools and careers.
- Identify the requirements for postsecondary education programs of interest.
- Create a Common Application account.
- Begin filling out a survey necessary for faculty recommendations.

Essential Question(s):
What is the relationship between academic/career interests and secondary and post-secondary plans?

Engagement (Hook):
How much $ do you need to make to live your ideal lifestyle in CT? At the end of this Naviance lesson you can look at salary scales of different careers in CT and elsewhere

Instructional Strategies / Lesson / Activities:
1. On board, counselor will list minimum expenses of living in CT.
2. Students will add their lifestyle expenses to list.
3. Counselor will add up listed expenses to estimate cost of living in CT.
4. Students will review his/her favorite career saved in Naviance for the annual CT salary.
5. Students will identify majors or training related to his/her preferred career by using the college search on Naviance, Collegeboard, CT Department of Labor or O-net (My next Move).
6. Counselor will engage students in a discussion about the costs and benefits of post-secondary education and its relationship to careers.
7. Counselor will present a Common Application (CA) PowerPoint and have students create CA accounts.
8. Counselor will review the ‘About Me’ tab on Naviance and have them begin the survey needed for recommendations.
Closure:
Counselor verifies that all students in the group have a preliminary list of institutions to research and understand how to perform a college search at home. Counselor will inform students that the college search is an assignment that will be checked on by their Advisor.

Materials / Resources:
- Promethean board
- Computers or comparable devices that will allow each student internet access
- Minimum expenses of living in CT sheet
- Fake student Naviance account
- Common Application PowerPoint

Assessment Strategy:
1. The student’s completed college search and the criteria saved to Naviance.
2. The list of colleges derived from the college search and saved on Naviance.
3. A list of colleges under “colleges I am thinking about”.
THE COMMON APPLICATION

Please see [www.commonapp.com](http://www.commonapp.com) for application

Please see School Counseling department for informational PowerPoint
STUDENT SURVEY FOR RECOMMENDATIONS

1. Student Name ________________________________

2. What do you plan to study? ____________________________

3. List the college to which you are applying in order of preference, starting with your first choice and ending with your back up school:
   • ____________________________
   • ____________________________
   • ____________________________
   • ____________________________
   • ____________________________
   • ____________________________

4. How and why did you select the colleges to which you are applying?
   ____________________________________________
   ____________________________________________
   ____________________________________________

5. List 6 words that describe you as a person and student
   • ____________________________
   • ____________________________
   • ____________________________
   • ____________________________
   • ____________________________
   • ____________________________

6. Which courses at WHS have you enjoyed the most and why?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

7. Which courses have given you the most difficulty and why?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

8. List your strengths as a student, and describe why you choose these strengths
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

9. What have you done that has brought you the most satisfaction?
10. What has been your most stimulating intellectual experience in recent years?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

11. Is your high school academic record an accurate measure of your ability and potential? If not, what do you consider the best measure of your potential for success in college work?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

12. Did you have any illness or other circumstances that prevented you from doing better academically? Describe in detail.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

13. What sports have you participated in? List them with the grade level and any awards/recognitions you received.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

14. What activities other than sports have you participated in? List them with the grade level. Describe in several sentences the most important to you, and explain why. How many hours do you give each week to these activities?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

15. Describe any leadership roles you have taken. Name the activity or office, and describe what you did.
16. What are your special talents and skills?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

17. Work Experience: list jobs held and skills learned.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

18. Community Service: List location, amount of time served, and what you gained from the experience.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

19. What special circumstances are present in your life that deserve comment in a recommendation (i.e.: significant illness, financial struggles, family changes, etc.)? Please feel free to make an appointment with your counselor to explain or discuss.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

20. What do you consider your greatest strengths?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

21. What do you consider your greatest weaknesses?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

22. Give a brief family background (family size, siblings, background, education, etc)
23. What aspects of your high school years have you enjoyed the most?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

24. What other information would be helpful in writing a recommendation for you?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Pre-Planning Session Survey: Junior Survey for Planning Session

1. Student Name: ________________________________

2. Please check the post-secondary plans that you are most interested in pursuing below (you may choose more than one)
   - 4 Year College/University
   - 2 Year College/University
   - Technical School
   - U.S. Military
   - Gap Year
   - Workforce

3. Aside from the state mandated SAT given in March, are you taking (or have you taken) another standardized test for college this year? Please detail.
   - SAT
   - ACT

4. Do you have a preference for certain majors at your colleges?
   - Yes
   - No

5. If Yes, please list:
   - __________________________________________
   - __________________________________________
   - __________________________________________

6. Do you have a tentative list of colleges that interest you? If so, please make sure they are in your "Colleges I'm Thinking About" tab in Naviance. If not, please begin to build a list in the "Colleges I'm Thinking About" tab in Naviance.
   - Yes
   - No

7. Have you formally visited any colleges?
   - Yes
   - No
8. If you have formally visited colleges, which ones? Give one word to describe your impression of each school.

______________________________________________________________________________
______________________________________________________________________________

9. How far from a city would you like to be? (Check all that apply)
   - Urban campus – located in the middle of a city
   - Suburban campus – located near a city
   - Rural campus – located away from a city

10. How far from home are you willing to go to attend college? (Check all that apply)
    - I am willing to go anywhere
    - I would like to stay within a day’s drive
    - I would like to be in a 5 hour radius
    - I would like to be in a 3 hour radius
    - I would like to stay in Connecticut

11. In what area of the country do you wish to attend college? (Check all that apply)
    - Southeast (VA, NC, SC, KY, TN, AL, MS, FL, LA)
    - Southwest (TX, OR, AR, NM)
    - Atlantic Area (NY, PA, NJ, DE, MD, Washington DC)
    - Midwest (ND, SD, NE, KS, MN, IA, MO, WI, IL, IN, OH, MI, WV)
    - West (NM, CA, NV, UT, CO, WY, MT, ID, WA, OR, AZ)
    - New England (ME, NH, VT, MA, CT, RI)
    - Connecticut Public
    - Connecticut Private
    - Out of the country

12. What size college interests you? (Check all that apply)
    - Smaller the better. If my profs don’t know my name, I don’t want to go there. (2,500 or Less)
    - Small, but not too small. I would like to cross campus and have someone recognize me. (2500-5000) Out of the country
    - Medium -- its just right for me. (5000-10,000)
    - Medium Large -- I want hustle and bustle (10,000-20,000)
13. In which class size do you picture yourself learning the best? (Check all that apply)
   - Large - I can learn in a room of 150-300 people
   - Medium - I can learn in a class of 50-100
   - Small - I need 50 or less in order to learn

14. Check the boxes of things that are important to you.
   - I want to complete research in college
   - I want to try for an athletic scholarship, either Division I or II
   - I want to play a sport in college at the Division III or IV level
   - I like the idea of joining a fraternity or sorority
   - I want to attend a culturally diverse college
   - I am fine with being a small fish (average student) in a big pond (big-name college)
   - I would like to be a big fish (stronger student) in a small pond (not as big a name college)
   - I wish to attend a college with a religious presence on campus: ________________

15. Are you a first generation college student? (This means that you are the first in your family to
    attend a four-year college or university and to attain a bachelor’s degree)
   - Yes
   - No

16. Do you receive free or reduced lunch at WHS?
   - Yes
   - No

17. Please enter your cell phone number for your counselor to add to his/her RemindMe account.
    This will allow for more immediate communication during the next two critical years:
    - ____________________

18. Most importantly, how can I best help you with your post-secondary planning? List the topics
    most important for me to cover with you during our upcoming session:
    - ________________________________________________
    - ________________________________________________
    - ________________________________________________
    - ________________________________________________
GRADE 11

G11 Individual Planning Session

Student: _______________________________          Date: ________________

Parent(s)/Guardian(s) attend the meeting:  Yes                            No

In the individual planning session, student and her/his counselor will:

1. Review the Transcript( courses, grades, GPA, rank, and LTS)
2. Review the 4-year plan
3. Review the progress on Naviance (personality, career, college search, Resume)
4. Review connection between WHS curriculum, college, major and career
5. Review his/her ACT/ SAT/PSAT scores and discuss the standardized testing schedule
6. Discuss preparation for future testing:  https://www.khanacademy.org/test-prep/sat and collegeboard.org: Linked?
7. Social Media Check: email and google student name
8. Begin developing post-secondary and senior year plan (CT Opportunities Guide @ https://www.ecmc.org/students/opportunities-guide-workbook.html)
9. Upon wrap up, assign
   • Tasks on Naviance (completion of resume, college search)
   • College/Tech School visit or job shadow
   • Sign up and preparation for SAT/ACT
   • If student/parent has twitter account, follow @WtfdCounseling for scholarship, college application and WHS counseling news.
   • Subscribe to Remindme account
   • Give out financial aid flyers
GRADE 12
Lesson Title: The College Application Process

CSCA/ASCA Content Standard:
- Goal 2: School Success
- Goal 3: Academic to Life Success
- Goal 6: Relationship Between School and Work

Classroom Lesson #1
- Domain: Academic/Career
- Time needed: Class Period
- Facilitator: School Counselor

Students will:
- Describe how to apply to a college or university.
- Develop a list of post-secondary choices.
- Implement strategies to achieve post-secondary goals.

Essential Question(s):
What strategies and process will ensure the management of my procedures in applying to any college or university?

Engagement (Hook):
- Did high school go by quickly?
- Where do you want to be by January?

Instructional Strategies / Lesson / Activities:
1. The school counselor will discuss how quickly time has gone by in high school with students.
2. Discuss with students where they see themselves by January.
3. Do they want to have everything prepared for their goals after high school? Why? What are the advantages: less stress; get into the schools they choose; better housing if decisions early, etc.
4. Review Naviance general information such as log-in; about me page; address update. Remind students past work on Naviance and review. Discuss purpose of today’s lesson.
5. Counselor will do lesson on Promethean Board with students’ computers off first.
6. Refer to “colleges” tab and go to “colleges I am thinking about”.
7. Show how to add colleges and differentiate between “thinking about” and “applying to” links.
8. Tell students not to automatically request transcripts until they know they will actually apply! Important due to timing and colleges receiving information. Request 3 weeks prior to applying.
9. Keep files on all schools you are thinking about.
10. Log in to Naviance for updates and information.
11. Show link on Naviance for the Common Application. All students should have already created an account during 11th grade.
12. Go to “Colleges I am applying to” and explain FERPA agreement and what this means. Show them where they have to put in Common Application username and password to move on to the next step of the process. (do this with students at the end of the session if there is time).
13. Explain difference between electronic common application; electronic on college website; hard copy.
14. Show different icons on Naviance under both “Colleges I am thinking about” and “applying to”.
15. Explain difference between these and show where to find these icons on Naviance.
16. Explain where to find Early Decision agreement on Common Application and to bring to counselor and show where to find this link on Naviance.
17. Explain that when we say “deadline” ....it means the college deadline. Show on Naviance.
18. Print out counselor portion and teacher evaluation portion of application online – either from the Common Application or the school’s website. Give the counselor portion to Ms. Patterson and she will give it to the counselor to fill out. Give teacher portion to teacher (3 weeks prior).
19. Not all applications require the teacher evaluation form. They may only require the letter of recommendation.
20. Show students what the hard copy of the teacher evaluation form looks like and the teacher evaluation form.
21. Request SAT’s directly from College Board and discuss if needed November/December SAT’s.
22. No fee/no application!!! Fee will open a file. Pay on time! College will often ask for information even though it has already been sent. Explain.
23. Reminders:
   a. Financial Aid night (date, time, location)
   b. Scholarship list on Naviance
   c. January timeframe
   d. FAFSA (due date)
   e. Get pin #
24. Hand out application checklist and application process sheets. Show where they are located on Naviance. Explain their use and importance.

Closure:
Review the need for deadlines. Have students work on their application checklist and fill out dates, create user name and password for Common Application and write in colleges on list.

Materials / Resources:
• Grade 12 Lesson #1 Application Checklist Worksheet
• Grade 12 Lesson #1 Application Process Worksheet

Assessment Strategy:
1. FERPA statement completed
2. Completion of Check list deadlines
3. Colleges I’m Applying to List
## COLLEGE APPLICATION CHECKLIST
### GRADE 12 LESSON #1

1. **Finalize college list on Naviance - make sure you have a “safety” school.**
   - Sign up for College Visits on Naviance

2. **If needed, schedule an admission interview, create portfolio/tape, contact coaches, etc.**

3. **If using the Common Application, create an account on [www.commonapp.org](http://www.commonapp.org)**
   - Visit Naviance or visit common app website for a list of colleges that use it

4. **Complete applications ONLINE (either college’s website or common app)**

5. **Decide “type” of admission application (i.e. early action, early decision, regular decision) for EACH school**

6. **Complete the Class of 2013 student survey-for recommendations on Naviance**
   - This is **required** for counselor letter of recommendation
   - Find survey under “About Me” tab on Naviance

7. **Request letters of recommendation from teacher/counselor, if necessary, **3 weeks prior to deadline**.**
   - Provide teachers with the following:
     - Teacher evaluation form downloaded from common app/website
     - Copy of Class of 2013 Student Survey for recommendation
     - Stamped, addressed envelope for EACH college

8. **Request transcripts through Naviance **3 weeks prior to deadline**.**

9. **IF SCHOOL DOES NOT USE COMMON APP OR ACCEPT ELECTRONIC FILING:**
   - Print out a hard copy of the counselor portion of the application from the college website and give it to Mrs. Patterson for your counselor to fill out.
   - Print out a hard copy of the teacher evaluation portion of the application and give it to your teacher to fill out.

10. **Send your SAT/ACT scores **DIRECTLY** to the college from collegeboard.com or ACT.org**

11. **Submit application and fee to the college**

12. **Attend Financial Aid Night at WHS Wednesday October 11th at 6:30 PM in Library**

13. **Apply for scholarships on Naviance**

14. **Complete the Free Application for Federal Student Aid (FAFSA) at:**
    - Fafsa.ed.gov
<table>
<thead>
<tr>
<th>College Name</th>
<th>Average GPA/Test Scores</th>
<th>Safety, Target, or Reach? (Must have at least 1 safety)</th>
<th>Use Common App. (Y/N)</th>
<th>Test Scores Required/Sent (via Collegeboard.com or ACT.org) (Y/N)</th>
<th># of Teacher and Counselor Recs. Required</th>
<th>Requested Transcripts on Naviance (Y/N)</th>
<th>Deadline MM/DD/YY</th>
<th>Date Application Submitted MM/DD/YY</th>
</tr>
</thead>
</table>

*BRING A COPY OF THIS COMPLETED FORM TO YOUR SCHOOL COUNSELOR WHEN REQUESTING RECOMMENDATIONS*
Lesson Title: Senior Survey

CSCA/ASCA Content Standard:

- Goal 2: School Success
- Goal 7: Respect for Self and Others

Essential Question(s):

- What guidance services have you utilized?
- What additional guidance services would you suggest be included?

Engagement (Hook):

Ask students how many days left before becoming WHS Alumni.

Instructional Strategies / Lesson / Activities:

1. School counselor will divide the class into small groups.
2. Students will brainstorm guidance activities delivered between freshman and senior year.
3. One person from each group will present the group’s findings; one person from each group will write on the board.
4. School counselor will remind students of guidance activities if any were missing.
5. School counselor will group the topics into categories listed on the survey.
6. School counselor will ask the class to suggest other guidance services to be included.
7. Students will log into Naviance: Family Connection > About Me > Senior Exit Survey to complete the survey.

Closure:

Counselors conclude the workshop by sharing their thoughts of the past four years; encourage students to seek out advice from their advisor or professors at college or their senior co-workers.

Materials / Resources:

- Writing utensil for the white board
- A few pieces of paper and writing utensils
- Access to Naviance

Assessment Strategy:

Completion of Senior Exit Survey
1. Please respond to the following statements using a scale from 1 to 5. (1=Strongly Agree, 2=Agree, 3=No opinion/Does not Apply, 4=Disagree, 5=Strongly Disagree)

I chose courses based upon my post-secondary goals.
I felt my school counselor helped me during the college planning process.
Naviance was a useful resource for my post-secondary planning.
I felt that the WHS college application process was user-friendly.
I have met with my school counselor at least once this year.
I know how to schedule an appointment with my school counselor.

2. I see my school counselor when I am in need of support regarding (please select all that apply):

- Academic concerns
- College/career questions
- Personal issues

3. On average, how many times did you meet individually with your counselor each year?

- 0 Times a Year
- 1-3 Times a Year
- 4+ Times a Year

4. I would have liked more information about the following topics during my time at WHS:

- Career opportunities
- High school course selection
- Standardized Testing
- College admissions process
- Activities offered at WHS
- Resume writing
- College essay
- Academic support (ie: study skills, test taking strategies)
- Emotional support (ie: bullying, help with peer issues)
- Other:
School Counseling Curriculum for High School

*5. How useful did you find the following informational formats throughout your four years at WHS? (1=Very useful, 2=Somewhat useful, 3=Not very useful, 4=Not at all useful 5=Did not participate)

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<th>Format</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Advisory guidance presentations</td>
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<tr>
<td>Classroom guidance lessons</td>
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<td>College fair</td>
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<tr>
<td>College admission visits in Career Room</td>
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<tr>
<td>Individual sessions with my counselor</td>
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</table>

*6. The career and interest inventories I completed on Naviance through "Do What You Are" were valuable tools in making my post-secondary plans.

☐ Yes  ☐ No

*7. When researching colleges, which of the following resources did you use? (Select all that apply) (Please select at least 1 choice(s.))

☐ My school counselor
☐ Naviance
☐ Books and college guides
☐ College representative visits to the Career Center
☐ College fair
☐ Financial Aid Night
☐ Postings on the bulletin board in the A wing
☐ Other: ____________________________________________

*8. Which of the following did you or a family member attend? (Please select at least 1 choice(s.))

☐ Waterford High School College Fair
☐ Financial Aid Night
☐ School Counselor Parent Night
☐ College representative visits in the Career Room
☐ None of the Above
☐ FAFSA completion night
*9. Please respond to the following statements regarding your usage of Naviance using a scale of 1 to 5. (1=Almost daily during the college application process, 2=On a weekly basis, 3=A few times beyond logins during guidance lessons, 4=Only during guidance lessons, 5=What is Naviance?)

I used Naviance for my general college search.
I used Naviance for research on specific colleges.
I used Naviance for tracking my applications.
I used Naviance for scholarship research.
I used Naviance to compare myself to the statistics of past WHS applicants to my colleges.
I used Naviance to request transcripts.

10. What do you wish you had known before beginning the college search and application process?

*11. If you could re-do your planning for after high school, what would you do differently? (Please select all that apply)

- Visit more colleges.
- Prepare more for standardized tests.
- Apply to more colleges.
- Apply to fewer colleges.
- Start the application process earlier.
- Spend more time completing the applications.
- Spend more time on the essay questions.
- Work harder in school.
- Participate in more extracurricular activities, including community service.
- Participate in fewer extracurricular activities to focus on my academics.
- Take more challenging classes.
- Take fewer challenging classes.
- Take part in a college summer program.
12. Is there any other way in which you feel the counseling office could have been more helpful to you in the college/career process?

*13. The college search I completed on Naviance was a valuable tool in making my post-secondary plans.

☒ Yes  ☐ No

*14. Which of the following factors was most important in determining your final post-secondary plan?

*15. If your post-secondary plan is to attend a college/university, which of the following factors was most important in determining the school in which you enrolled?
Senior Year: The College Application Process & Beyond

Topics Covered
- College Application Timelines
- SAT vs ACT test scores
- The College Essay
- Scholarships
- Navigating Naviance
- The Undecided Senior
- Resources Review

*Review of what your child's school counselor has done so far to assist your child in the post-secondary planning process

College Timeline & The Application Process Check List:

Navigating Naviance

An Interactive Approach
https://connections.nacacnet.org/family-connections/

The Common Application

The Essay
1. Some students have a background, identity, interest, or talent that is so meaningful they believe this application would be incomplete without it. Write about this topic. (Optional)
2. The lessons we take from failure... (Optional)
3. Reflect on a time when you realized something important about yourself. (Optional)
4. Describe a time when you worked to resolve a conflict or differen... (Optional)
5. Describe an accomplishment, event, or realization that shaped or influenced you. (Optional)
6. Describe an interest, skill or concept that you discovered and developed... (Optional)

http://www.commonapp.org/
### GRADE 12 SELF-ASSESSMENT TOOL

Counselor: ___________________________  Month: ___________________________  Date: ___________________________

#### School Counseling Curriculum

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#### Individual Planning Component:

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<td>2.</td>
<td>Number of Individual Sessions on Progress/Grade Reports</td>
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#### Responsive Services Component:

1. Number of individual counseling sessions
2. Number of group counseling sessions
3. Number of crisis or emergency contacts
4. Number of consultation with staff re: students
5. Number of consultation with parents
6. Number of referrals from teachers, administrators, parents, students (self)
7. Numbers of referrals to school resources (social worker, school psych, etc.)
8. Number of referrals to outside professionals, agencies, etc.
9. Participation on Student Assistance and/or pre-referral team
10. Number of requests for information / dissemination (newsletter, booklet, FAFSA, etc.)
11. Number of recommendation / forms

#### Collaborations / Systems Support Component:

1. Number of contacts with community-based agencies
2. Number of registrations
3. Number of sessions involving testing (administration, coordination, etc.)
4. Number of program/curriculum planning and/or evaluation sessions
5. Number of parent programs
6. Number of Planning and Placement Team meetings
7. Number of department/school staff meetings
8. Number of professional development activities
9. Planning/conducting College & Career fairs
10. Development of informational materials
11. Schedule adjustments
12. Record review/recording keeping/reports

#### Other Non-Guidance