



West Windsor-Plainsboro Regional School District High School Guidance Curriculum*

*Please note that each school selects units from this document tailored to the students' needs and not every unit will be taught in every school.

Unit Title: Career Development	
Content Area: Guidance	
Activity & Grade Level: Career Exploration Grade 10	
Summary & Rationale:	
Career Exploration is a crucial process for high school students as they prepare for the 21 st century workforce. There are three essential elements of career exploration which consists of learning about yourself and the world of work, identifying and exploring potentially satisfying occupations, and developing an effective strategy to realize your goals.	
Timeline:	
Winter/Spring of Sophomore year	
NJ State Standards	
Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	
Content Area: 21st Century Life and Career Skills	
Strand C: Career Preparation	
Content Statement: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	
CPI #	Cumulative Progress Indicator (CPI)
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities.
9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.
9.3.12.C.7	Pursue a variety of activities related to career preparation
ASCA National Standards	
Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.	
A:A1	Improve Academic Self-concept
A:A2	Acquire Skills for Improving Learning
A:A3	Achieve School Success
Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	
A:C1	Relate School to Life Experiences
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
C:A1	Develop Career Awareness
C:A2	Develop Employment Readiness

Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	
C:B1	Acquire Career Information
C:B2	Identify Career Goals
Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	
C:C1	Acquire Knowledge to Achieve Career Goals
Personal/Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
PS:A1	Acquire Self-knowledge
Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:B1	Self-knowledge Application
ASCA Mindsets & Behaviors for Student Success	
Category 1: Mindset Standards	
M2	Self-confidence in ability to succeed.
M4	Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
M5	Belief in using abilities to their fullest to achieve high-quality results and outcomes.
M6	Positive attitude toward work and learning.
Category 2: Behavior Standards	
B-LS 5	Apply media and technology skills.
B-LS 9	Gather evidence and consider multiple perspectives to make informed decisions.
B-SS 1	Use effective oral and written communication skills and listening skills.
B-SS 3	Create relationships with adults that support success.
B-SS 6	Use effective collaboration and cooperation skills
B-SS 9	Demonstrate social maturity and behaviors appropriate to the situation and environment.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> This unit will allow students to learn more about his/her strengths, values, and skills to help them make choices for their future. This unit will introduce students to the breadth and depth of the world of work through interpersonal opportunities with adults in various career fields. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are your interests? How would you like to spend your “work” time? What questions do you have about work or about people who do work? Do you know how to find a job in a career cluster? What career area are you most interested in at this time? How might you utilize your career knowledge to influence your course of study? 	

Objective: As students embrace a rapidly changing world, they will learn about the vast amount of information available to them and how to become empowered as learners to assume active roles in their communities, to engage on a global level. Students will explore the value of a career that compliments their strengths, values, interests, personality, and skills.

Students will:

- Identify their skills/attributes and interests and how they may or may not match possible careers.
- Explore postsecondary options for those careers.
- Attend a “Career Week” presentation given by professionals representing 21st century careers.
- Utilize the resources available in Naviance, including the tasks emphasizing the goal of understanding personality type and how it relates to career choice, the career clusters and the vastness of postsecondary planning.

Evidence of Learning

Assessment: Students will successfully access and utilize Naviance to indicate familiarity with this career planning tool.

Students will work in small groups to review sample resumes and identify effective formats.

Students will be able to create an effective resume.

- Can students access and utilize Naviance?
- Can students identify strengths and weaknesses associated with their personality type?

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

Naviance http://www.west-windsor-plainsboro.k12.nj.us/Guidance/high_school_counseling/naviance

Occupational Outlook Handbook (OOH) <http://www.bls.gov/oco/>

College Board <https://bigfuture.collegeboard.org/majors-careers>

West Windsor-Plainsboro Regional School District website

http://www.west-windsor-plainsboro.k12.nj.us/Guidance/high_school_counseling/career_planning

NJ Core Curriculum Standards <http://www.state.nj.us/education/cccs/2009/9.pdf>

Unit Title: Academic Development	
Content Area: Guidance	
Activity & Grade Level: College & Career Planning Grade 11	
Summary & Rationale:	
College and career planning is a crucial process for high school students as they prepare for the 21 st Century workforce. Students will explore and refine postsecondary plans including education and the world of work. Students will learn to set realistic goals and take necessary action to achieve such goals.	
Timeline:	
October through June	
NJ State Standards	
Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.	
Content Area: 21st Century Life and Career Skills	
Strand C: Career Preparation	
Content Statement: Career preparation requires purposeful planning based on research, self-knowledge and informed choices.	
CPI #	Cumulative Progress Indicator (CPI)
9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities.
9.3.12.C.5	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
ASCA National Standards	
Academic Development Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	
A:B1	Improve Learning
A:B2	Plan to Achieve Goals
Academic Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	
A:C1	Relate School to Life Experiences
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
C:A1	Develop Career Awareness
C:A2	Develop Employment Readiness

Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	
C:B1	Acquire Career Information
C:B2	Identify Career Goals
Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	
C:C1	Acquire Knowledge to Achieve Career Goals
Personal/Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
PS:A1	Acquire Self-knowledge
PS:A2	Acquire Interpersonal Skills
Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:B1	Self-Knowledge Applications
ASCA Mindsets & Behaviors for Student Success	
Category 1: Mindset Standards	
M2	Self-confidence in ability to succeed.
M4	Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
M5	Belief in using abilities to their fullest to achieve high-quality results and outcomes.
M6	Positive attitude toward work and learning.
Category 2: Behavior Standards	
B-LS 5	Apply media and technology skills.
B-LS 7	Identify long and short-term academic, career and social/emotional goals.
B-LS 9	Gather evidence and consider multiple perspectives to make informed decisions.
B-SMS 1	Demonstrate ability to assume responsibility.
B-SMS 3	Demonstrate ability to work independently.
B-SS 1	Use effective oral and written communication skills and listening skills.
B-SS 3	Create relationships with adults that support success.
B-SS 6	Use effective collaboration and cooperation skills
B-SS 9	Demonstrate social maturity and behaviors appropriate to the situation and environment.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> This unit will allow students to become familiar with the college process, requirements, goals and how to utilize tools and resources. This unit will provide students an opportunity for individualized instruction with a counseling professional in order to prepare and plan for personal post-secondary goals. 	
Unit Essential Questions	
How can high school junior students prepare for life after graduation?	
How does high school prepare juniors for postsecondary plans?	

How does the amount or extent of pre-college preparation and exploration impact students' success and happiness with their college and career choices?
 How do the student's individual skills and abilities match their postsecondary plans?
 Have you identified the teachers that will provide a recommendation? Have you made the request to them?
 Have you registered for SAT or ACT? Have you researched and visited respective colleges?

Objective: Students will be able to recognize and integrate tools to enable them to realize their full potential, that they have diverse needs, backgrounds and approaches, and will learn to plan and research postsecondary options to allow them to face and engage in their communities and the world. Students will learn to match their strengths and skills with postsecondary plans and/or college career choices to be able to embrace a rapidly changing world.

Students will:
 Identify selection criteria for college admissions for their perspective college choices.
 Generate a plan for attaining postsecondary goals.
 Understand the application process for postsecondary education and employment.
 Review course and credit history as it relates to high school graduation and college admissions

Evidence of Learning

Assessment:
 Complete the Naviance tasks including college search, student input sheet, parent input sheet, resume, teacher recommendation process.
 Complete standardized testing as necessary.
 Select appropriate senior year courses to correspond with future career goals.
 Develop an appropriate college list.
 Complete with counselor, informal assessments in small group setting.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:
 Naviance, school counseling services, On-Line Test Prep resources, College Board 'My College Quick Start', College Fairs, virtual college fairs, College Tours and Visits, In-School information sessions with college, career and military representatives, NCAA eligibility requirements/clearinghouse, Student Athlete night, Junior College Planning Night for parents, college panels sponsored by the guidance department.
 NJ Core Curriculum Standards <http://www.state.nj.us/education/cccs/2009/9.pdf>

Unit Title: Academic Development	
Content Area: Guidance	
Activity & Grade Level: High School Transition Grade 9	
Summary & Rationale:	
As students move from middle school to high school they encounter academic and social challenges that require new skills. Our goal is to provide them the support they need to successfully complete their first year of high school while they learn to become independent and successful citizens and learners.	
Timeline:	
Spring of 8 th grade year through Spring of 9 th grade year	
NJ State Standards	
9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Strand C. Collaboration, Teamwork, and Leadership	
Content Statement: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
ASCA National Standards	
Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.	
A:A1.1	Articulate feelings of competence and confidence as learners
A:A1.2	Display a positive interest in learning
A:A1.3	Take pride in work and achievement
A:A1.5	Identify attitudes and behaviors that lead to successful learning
A:A2.1	Apply time-management and task-management skills
A:A2.3	Use communication skills to know when and how to ask for help when needed
A:A3.3	Develop a broad range of interests and abilities
Academic Development Standard B: Students will complete school with the academic preparation essential to choose a wide range of substantial post-secondary options, including college.	
A:B1.4	Seek information and support from faculty, staff, family and peers
A:B1.7	Become a self-directed and independent learner
Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	
A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2	Seek co-curricular and community experiences to enhance the school experience
Personal/Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to understand and respect self and others	
PS:A1.1	Develop positive attitudes toward self as a unique and worthy person
PS:A1.3	Learn the goal-setting process
PS:A2.3	Recognize, accept, respect and appreciate individual differences
PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.6	Use effective communication skills
Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.9	Identify long and short term goals
Personal/Social Development Standard C: Students will understand safety and survival skills	
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
ASCA Mindsets & Behaviors for Student Success	
Category 1: Mindset Standards	
M1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M2.	Self-confidence in the ability to succeed
M3.	Sense of belonging in the school environment
M6.	Positive attitude toward work and learning
Category 2: Behavior Standards	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-SS 2.	Create positive and supportive relationships with other students
B-SS 6.	Use effective collaboration and cooperation skills
B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
Unit Enduring Understandings	

As students move from middle school to high school they encounter academic and social challenges that require new skills.

Unit Essential Questions

- How can middle school students prepare for the transition to high school?
- Do some students handle this transition better than others? What factors contribute to this difference in transition?
- Which counselor interventions at the beginning of the transition can positively influence adjustment?
- What resources are available to help you succeed academically and socially?
- How do good peer relationships correlate to academic success?
- How can students use technology to positively facilitate learning and social connections?
- What are your short and long term goals for high school?
- How can you become an active part of your school community?
- How can you effectively handle the stressors of High School? What are some healthy coping skills that enable you to do this?

Objective: Provide both formal and informal supports for students as they move from middle school to high school and encounter academic, personal and social challenges that require new skills. Students will learn about resources available to assist them in making a successful transition to high school both academically and socially. Recognize that children need to balance physical, social, emotional and academic needs. Maintain a supportive culture and build structures for the health, safety and well being of the Whole Child.

In Spring of 8th grade year:

Students will:

- Attend an assembly led by high school counselors to learn high school graduation requirements, the scheduling process, how to make appropriate course selections and address basic high school transition concerns
- Meet with their assigned counselor individually to select eligible courses for 9th grade
- Attend an informative panel question and answer session with current 9th graders

In Fall of 9th grade year:

Students will:

1. Attend Freshman Orientation
 - Meet in large groups with administration, nurses and counselors
 - Meet in small groups with their assigned counselor and Peer Leaders to discuss aspects of the social and academic transition to High School
 - Meet with Peer Leaders who will lead an 'ice breaker' activity with small groups and answer student questions and/or concerns. Peer Leaders will also introduce Freshman Group that will take place through the year.
 - Attend a small group tour led by Peer Leaders where students can explore classrooms, assigned lockers and general school layout

2. Attend Guidance Freshman Group
- Discuss the nature of the student-counselor relationship
 - Identify resources and development of student self-advocacy skills
 - Introduce Naviance as a career and college exploration tool
 - Re-examine graduation requirements and development of a four year academic plan
 - Discuss personal organization and utilization of resources available (i.e. agenda, Genesis, Naviance and teacher communication)
 - Become aware of extracurricular activities offered and how to become involved in the school and community
 - Discuss the importance of balance in both academics and extracurricular activities
 - Identify stress and healthy ways to cope with it
 - Identify at least one personal goal to achieve in their freshman year
 - Discuss the importance of internet safety

In Winter/Spring of 9th grade year:

Students will:

- Meet individually with their counselors as needed to address academic and personal concerns
- Attend counselor-initiated meetings regarding academic concerns and other at-risk behaviors
- Meet individually with their counselor to select appropriate, eligible courses for their 10th grade year

Throughout the year:

- Attend Peer Leader led Freshman Groups held during student Study Hall. Topics covered include; stress management, internet safety, peer relations and self-advocacy

Assessment:

- Successful completion of 9th grade year as evidenced by transcript and setting of appropriate goals for their 10th grade year
- Attendance and participation in Counselor and Peer Leader led Freshman Group
- Naviance Log-in and data completion

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Betterhighschools.org – “Easing the Transition to High school: Research and Best Practices Designed to Support High School Learning”

Oakes, A., & Waite, W. (2009). Middle-to-high-school transition: Practical strategies to consider. The Center for Comprehensive School Reform and Improvement Newsletter (May 2009).

Suggested Resources: Student agenda book, WWP web site, WWP Program of Studies, graduation course requirement checklist, Genesis, Naviance

Unit Title: ACADEMIC DEVELOPMENT

Content Area: Guidance

Activity & Grade Level: I&RS and/or 504 /Grades 9-12

Summary & Rationale:

The Intervention and Referral Services Committee (I&RS) and 504 Committee offer formalized supports for students who are experiencing difficulties academically, behaviorally and/or socially/emotionally. When applicable, I&RS Committees write Action Plans based on school staff and/or parent referrals combined with specific observable information or data. These Action Plans provide alternative strategies, programs and/or assessments. 504 Plans outline instructional accommodations to assist students with special needs. These interventions are designed to support the student in achieving success within the general education setting.

Timeline:

September – June as needed

NJ State Standards

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

B. Creativity and Innovation

Content Statement: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI #	Cumulative Progress Indicator (CPI)
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9.1.8.B.1	Use multiple points of view to create alternative solutions
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9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions
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ASCA National Standards

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in the school and across the lifespan.

A:A1.2	Display a positive interest in learning
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A:A2.1	Apply time-management and task-management skills
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A:A2.4	Apply knowledge and learning styles to positively influence school performance
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Standard B (Academic): Students will complete school with the academic preparation essential to choose from a wide range of substantial post- secondary options, including college.

A:B1.4	Seek information and support from faculty, staff, family and peers
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A:B2.2	Use assessment results in educational planning
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A:B2.3	Develop and implement annual plan of study to maximize academic ability and achievement
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Standard B (Social Emotional): Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1.1	Use a decision-making and problem-solving model
PS:B1.2	Understand consequences of decisions and choices
PS:B1.3	Identify alternative solutions to a problem
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions
ASCA Mindsets & Behaviors for Student Success	
Category 1: Mindset Standards	
M1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
Category 2: Behavior Standards	
B-LS 3.	Use time-management, organizational and study skills
B-LS 4.	Apply self-motivation and self-direction to learning
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 8.	Demonstrate the ability to balance school, home and community activities
Instructional Focus	
Unit Enduring Understandings	
This unit will explore student learning styles and apply appropriate study strategies, balance academic responsibilities, and set goals for school success. It will also consider a student’s social-emotional development, ability to problem solve, manage behaviors and apply appropriate coping mechanisms.	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is my learning style and what are the best study strategies for me? • What are my academic challenges? • What informal and/or formal supports are necessary for me? • What can I do to be a confident life-long learner? 	
Objective: Students will achieve success with supports identified by I&RS/504 committees. Furthermore, all cases will be examined with the understanding that all students have diverse needs, backgrounds and approaches to learning. As a result tools and structures will be integrated to enable each individual student to reach their full potential.	
Students will:	
<ul style="list-style-type: none"> • Understand their current performance and areas in need of improvement. • Learn to articulate feelings regarding their competence and confidence as learners. • Understand the suggestions of the committee and how to apply them. • Communicate with school counselor areas of successful implementation and those that still need attention. 	

Evidence of Learning

Assessment: Feedback from students, parents, and teachers prior to review of action plan or 504 plan.

Questions:

- (For teachers) Which strategies/accommodations did you find helpful and useful?
- (For the committee) Which strategies have been effective and not, and what evidence supports this?
- (For the students) Which strategies/accommodations did you find helpful and useful?
- (For both) What areas, if any, need to be addressed next?

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Method of Delivery:

- I&RS/504 Committee Meetings
- Parent and/or Teacher Meetings
- Individual Student Meetings

Suggested Resources:

- District I&RS/504 Curriculum
- NJ Department of Education Resource Manual for I&RS Services
- Section 504 Of The Rehabilitation Act
- Genesis/District Student Database Management System
- The Teacher’s Resource Guide
- Pre-Referral Intervention Manual (PRIM)
- I&RS/504 Committee Parent, Teacher, Student feedback forms
- Relevant Student History and Data from Cumulative File

Consultations

- Parent
- Teachers
- Administration
- Counselors
- CST
- Nurse
- Outside Professionals (Physicians, Therapists etc.)

Unit Title: Career Development	
Content Area: Guidance	
Activity & Grade Level: Post-Secondary Planning Grade 12	
Summary & Rationale:	
Post-secondary planning is a crucial process for high school students as they prepare for the 21 st Century workforce. Students will explore and refine post-secondary plans including education and the world of work. Students will learn to set realistic goals and take necessary action to achieve such goals.	
Timeline:	
September - June	
NJ State Standards	
Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.	
Content Area: 21st Century Life and Career Skills	
Strand C: Career Preparation	
Content Statement: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	
CPI #	Cumulative Progress Indicator (CPI)
9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
9.3.12.C.2	Characterize education and skills needed to achieve career goals and take steps to prepare for post-secondary options including making course selections, preparing for taking assessments, and participating in extracurricular activities.
9.3.12.C.5	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
9.3.12.C.7	Pursue a variety of activities related to career preparation (e.g. volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).
9.3.12.C.8	Interpret how changing economic and societal needs influence employment trends and future education.
ASCA National Standards	
Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.	
A:A1	Improve Academic self-concept
A:A2	Acquire Skills for Improving Learning
A:A3	Achieve School Success

Academic Development Standard B: Students will complete school with the academic preparation essential to choose a wide range of substantial postsecondary options, including college.	
A:B1	Improving learning
A:B2	Plan to achieve goals
Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	
A:C1	Relate school to life experiences
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
C:A1	Develop Career Awareness
C:A2	Develop Employment Readiness
Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	
C:B1	Acquire Career Information
C:B2	Identify Career Goals
Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	
C:C1	Acquire Knowledge to Achieve Career Goals
C:C2	Apply Skills to Achieve Career Goals
Personal/Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
PS:A1	Acquire Self-knowledge
PS:A2	Acquire Interpersonal Skills
Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:B1	Self-knowledge Application
Personal/Social Development Standard C: Students will understand safety and survival skills.	
PS:C1	Acquire Personal Safety Skills
ASCA Mindsets & Behaviors for Student Success	
Category 1: Mindset Standards	
M1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
M2	Self-confidence in the ability to succeed.
M4	Understanding that post-secondary education and lifelong learning are necessary for long-term career service.
M6	Positive attitude toward work and learning.
Category 2: Behavior Standards	
B-LS7	Identify long and short-term academic, career and social/emotional goals.
B-LS 9	Gather evidence and consider multiple perspectives to make informed decisions.
B-SMS 3	Demonstrate ability to work independently
B-SMS 4	Demonstrate ability to delay immediate gratification for long-term rewards

B-SMS 5	Demonstrate perseverance to achieve long-and short term goals.
B-SMS 9	Demonstrate personal safety skills.
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.
B-SS 3	Create relationships with adults that support success
B-SS 5	Demonstrate ethical decision-making and social responsibility.
B-SS 8	Demonstrate advocacy skills and ability to assert self, when necessary.
B-SS 9	Demonstrate social maturity and behaviors appropriate to the situation and environment.

Instructional Focus

Unit Enduring Understandings

- This unit will prepare students socially, emotionally and cognitively for life after graduation.
- This unit will allow students to become familiar with the post-secondary planning process, requirements, goals and how to utilize tools and resources.
- This unit will provide students an opportunity for individualized instruction with a counseling professional in order to prepare and plan for personal post-secondary goals.

Unit Essential Questions

How can high school seniors prepare for life after graduation?
 How are students prepared for the level of independence and autonomy associated with life after graduation?
 How does high school prepare students for post-secondary plans?
 How does the amount or extent of pre-college preparation and exploration impact students' success and happiness with their college and career choices?

Objective: In order to empower students to assume active roles in their community and in a rapidly changing world, students will continue to explore career options while identifying the knowledge, skills, abilities and resources for various career paths. Students will also focus on successful completion of academic goals while continuing to develop an understanding of the social, academic and professional responsibilities they will encounter as they face and engage global challenges and contribute proactively toward a more peaceful, just, inclusive and secure world.

Students will:

Finalize college searches.
 Attend individual College planning sessions with counselor.
 Attend college visits and interviews.
 Attend Senior College Planning Groups with counselor.
 Complete a resume.
 Complete standardized testing.
 Attend college fairs.
 Finalize post-secondary plans (i.e. college admission, job placement, gap year, military, etc.).
 Apply for admission.
 Register with the NCAA clearinghouse to determine eligibility, if applicable.
 Meet with college reps. And athletic coaches, if applicable.
 Attend College Athlete Night, if applicable.
 Maintain consistent academic progress.

Complete graduation requirements.
 Apply for scholarships.
 Apply for financial aid.
 Attend post-secondary decision making with counselor.
 Identify issues facing first year students in college.
 Identify concerns for students entering the workforce.
 Maintain healthy relationships.
 Complete graduation survey.

Evidence of Learning

Assessment:

SAT I, II
 ACT
 AP Exams
 TOEFL
 Report Cards
 Appropriate College List using Naviance
 Maintaining positive relationships with peers and family members
 Good Decision Making
 Effectively communicate with teachers
 Successfully completed course work for senior year
 Verification of group attendance
 Completion of relevant post-secondary document requirements (i.e. college applications, financial aid, scholarship, job application)
 College Acceptance/post-secondary acceptance (i.e. employment, gap year, etc.)
 Results of 'exit interview'
 Completion of resume
 Attained NCAA eligibility, if applicable
 Utilized Naviance Tasks as needed

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

Naviance, Ruggs Recommendations, Genesis, College Fair, College representatives, College Board, ACT, Financial aid websites, Guidance section on the district web site, Post-secondary resources in the guidance office

NJ Core Curriculum Standards <http://www.state.nj.us/education/cccs/2009/9.pdf>

Unit Title: PERSONAL/SOCIAL DEVELOPMENT

Content Area: Guidance

Activity & Grade Level: Responsive Services /Grades 9-12

Summary & Rationale:

Despite school counselor attempts to provide preventative services, crises do arise and students make decisions that necessitate consequences for their choices/behaviors. The first obligation is to ensure student safety. Once that occurs, the school counselor will work with all stakeholders to help the student find a sense of balance in order to function academically, behaviorally, and/or socially-emotionally and to help the student learn alternate solutions for the future. In the event of suicide, substance abuse, family abuse/neglect, or traumatic event, it is imperative to stabilize individuals, families, and/or school community.

Timeline:

September – June as needed

NJ State Standards

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

B. Creativity and Innovation

Content Statement: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI #	Cumulative Progress Indicator (CPI)
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9.1.8.B.1	Use multiple points of view to create alternative solutions.
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9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
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C. Collaboration, Teamwork, and Leadership

9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
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Content Statement: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

D. Cross-Cultural Understanding and Interpersonal Communication

Content Statement: Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
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ASCA National Standards	
Standard A (Personal/Social): Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
PS:A1.5	Identify and express feelings
PS:A2.1	Recognize that everyone has rights and responsibilities
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.7	Recognize personal boundaries, rights and privacy needs
Standard B (Personal/Social): Students will make decisions, set goals and take necessary action to achieve goals.	
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.12	Develop an action plan to set and achieve realistic goals
PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
PS:C1.11	Learn coping skills for managing life events
ASCA Mindsets & Behaviors for Student Success	
Category 1: Mindset Standards	
M1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M3.	Sense of belonging in the school environment
Category 2: Behavior Standards	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-LD 9.	Gather evidence and consider multiple perspectives to make informed decisions
B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate discipline and self-control
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 9.	Demonstrate personal safety skills
B-SMS 10.	Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities
B-SS 1.	Use effective oral and written communication skills and listening skills
B-SS 2.	Create positive and supportive relationships with other students
B-SS 3.	Create relationships with adults that support success
B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment

Instructional Focus

Unit Enduring Understanding

This unit will allow students to safely manage conflicts and crises, identify their feelings and needs and receive necessary support.

Unit Essential Questions

- What is the law and protocol regarding a conflict or crisis?
- Who will provide the support I need?
- What resources are available to me?

Objective: Students will identify their crisis and understand that they need support to cope with traumatic events. Students will distinguish between appropriate and inappropriate behaviors and understand the need for self-control and respect for others. Students will recognize the need to balance physical, social, emotional and academic needs while in a supportive culture with structures for the health, safety and well-being of the Whole Child.

Students will:

- Learn to express their feelings and how to advocate for their needs.
- Understand rules, policies, laws and protocol governing the management of crisis events and those listed in the Code of Conduct.
- Work with others to resolve their crisis and get the support they need.
- Identify their role in a conflict and take responsibility to alter their behavior.

Evidence of Learning

Assessment:

- Follow up with recommended resources and supports and/or student
- When appropriate continued dialogue with parents and teachers regarding ways to support student
- When applicable monitoring student behavior, grades and social interaction

Questions:

- Who are you working with to help you with this issue?
- What coping skills are you learning from this support person?
- What else do you need?
- What consequences have your behaviors had?
- If faced with a similar situation, what will you do differently?

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Parent Meeting(s)
- Individual meetings with student and/or parents and teacher
- Risk assessment
- DCP&P, if warranted
- Small Groups

Suggested Resources:

- Safety Contract
- Behavior Contract
- WW-P Crisis Manual
(<http://www.westwindsorplainsboro.k12.nj.us/cms/One.aspx?portalId=3592907&pageId=11042565>)
- WW-P Guide to Traumatic Loss
- Agenda (i.e. Student Code of Conduct)
- Reflection Template
- Counselor / Physician Referral List (i.e. hotlines, outside professionals)
- Waiver Form (signed by parent)
- Possible Assemblies (consult with administration)
- Managing Sudden Traumatic Loss in the Schools
- BodyWise Handbook: Eating Disorders Information for School Personnel
- Breaking Down the Walls of Anger

Consultations

- Parent
- Teachers
- Administration
- CST, Nurse, and/or SAC-HIB Specialist
- Outside Professionals (Counselors, Physicians etc.)
- School Based Crisis Team

Unit Title: Personal/Social Development

Content Area: Guidance

Activity & Grade Level: Topic Based Support Groups 9-12

Summary & Rationale:

Structured and/or unstructured groups that follow a specific topic guideline. Students are grouped together based on their age and the issues addressed by the group. This group model allows for students to build relationships with fellow students who may be experiencing similar concerns, develop leadership skills and gain greater confidence.

Topic based groups may include but are not limited to the following:

At-Risk Group-Addresses students who may have greater odds for poor academic performance, frequent absences and low self-esteem.

Stress/Healthy Coping Skills Group- Promotes mindfulness and balance in students' lives.

Social Skills Group- Encourages development of positive relationships, the importance of communication and resiliency.

Minority Support Group- A holistic group which aims to promote student success and foster a greater understanding of diversity and inclusivity.

ESL Transition Group- Assisting English as a Second Language students assimilate to High School.

Divorce Group-This group aims to assist students in developing coping skills to handle the impact of divorce, gain greater clarity about their own feelings and learn how to develop positive relationships with others.

Anger Management Group-Assisting students to identify and correct behaviors that can negatively impact their well-being. Encouraging them to develop positive communication skills that will lead to healthy relationships and academic performance.

Bereavement Group- Provides a safe environment for those who are grieving a loss where they can learn to identify the feelings surrounding the loss, develop healthy coping skills and meet others who are experiencing the same circumstances.

Timeline:

September thru June as needed

NJ State Standards

9.1 21st-Century Life & Career Skills. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking & Problem Solving

Content Statement: The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

CPI#	Cumulative Progress Indicator (CPI)
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
Content Area: Comprehensive Health and Physical Education	
Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand A: Personal Growth and Development	
Content Statement: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness
Strand E. Social and Emotional Healthy	
Content Statement: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations.	
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts
2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness
Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
Strand A. Interpersonal Communication	
Content Statement: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Technology increases the capacity of individuals to communicate in multiple and diverse ways.	
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle
Strand B. Decision-Making and Goal Setting	
Content Statement: Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.	
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers

ASCA National Standards

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1.1	Develop positive attitudes toward self as a unique and worthy person
PS:A1.5	Identify and express feelings
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.9	Demonstrate cooperative behavior in groups
PS:A1.10	Identify personal strengths and assets
PS:A2.2	Respect alternative points of view
PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.6	Use effective communication skills
PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior

Standard B: Students will make decisions, set goals and take necessary action to achieve goals

PS:B1.2	Understand consequences of decisions and choices
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6	Know how to apply conflict resolution skills

Standard C: Students will understand safety and survival skills

PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.10	Learn techniques for managing stress and conflicts
PS:C1.11	Learn coping skills for managing life events

ASCA Mindsets & Behaviors for Student Success

Category 1: Mindset Standards

M1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M2.	Self-confidence in the ability to succeed
M3.	Sense of belonging in the school environment

Category 2: Behavior Standards

B-SMS 2.	Demonstrate self-discipline and self-control
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 8.	Demonstrate the ability to balance school, home and community activities
B-SS 1.	Use effective oral and written communication skills and listening skills
B-SS 2.	Create positive and supportive relationships with other students
B-SS 4.	Demonstrate empathy
B-SS 6.	Use effective collaboration and cooperation skills
B-SS 8.	Demonstrate advocacy skills and ability assert self, when necessary
B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment

Unit Enduring Understandings

This unit will allow students to identify behavior that is safe and unsafe and examine their decision making process. It will also provide them with tools to develop healthy coping skills to manage stressful situations and deal with emotions and feelings in ways that strengthen their self-esteem. Students will have an opportunity to interact with others effectively. Students will learn appropriate responses that result in positive consequences, identify positive resources, including family and community members. Students will learn the importance of setting both personal and academic goals and how their decisions can impact such goals.

Unit Essential Questions

- How will students distinguish safe, appropriate behaviors from unsafe, inappropriate behaviors?
- How do individual values, beliefs, behaviors influence positive self-esteem and consequences?
- What role do peers have in influencing decision-making and actions?
- How do current reactions, values, beliefs, behaviors impact academic, social, emotional life?
- How do they impact your future goals?
- What are my personal strengths?

Objective: Recognizing that children have diverse needs, backgrounds and approaches, we will integrate tools and structures to enable students to realize their full potential. In order to support students' need to balance physical, social, emotional and academic needs, we will maintain a supportive culture and build structures for the health, safety and well-being of the Whole Child. Students will be able to contribute to the world proactively.

Students will:

- Identify values and beliefs and how they affect the choices they make.
- Identify at-risk behaviors and their outcomes in order to develop positive changes
- Explore behavior patterns and decision making processes
- Identify personal strengths and coping skills for stressful situations
- Become confident, productive, successful members of their school community, able to identify the importance of goals in achieving success as well as the steps necessary.
- Set personal and academic goals and work with school counselor to implement

Evidence of Learning**Assessment:**

Student self-report
 Teacher/Parent feedback
 School counselor/administrator input
 Attendance Review
 Grade Review

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

Resources**Suggested Resources:**

<http://www.state.nj.us/education/students/irs/scope.pdf>

<http://www.state.nj.us/education/njsci/>

http://www.state.nj.us/education/njsci/njsci_s5.pdf

Student handbook, school district website, school support

Student history, attendance record and academic