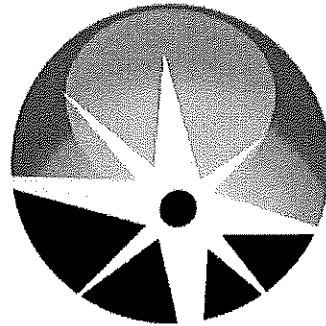


BAYONNE BOARD OF EDUCATION

SCHOOL COUNSELING DEPARTMENT

GRADE 11 CURRICULUM



NAVIANCE
College & Career Planning

GRADE 11

UNIT 11.0 Pre Assessment

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- x 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- ☐ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

- ☐ Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)
- ☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)
- x Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy
- ☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

- ☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: PRE-ASSESSMENTS

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- ☐ CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- ☐ CRP5 Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6 Demonstrate creativity and innovation.
- ☐ CRP7 Employ valid and reliable research strategies
- ☐ CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- ☐ CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> <p style="text-align: center;">Pre Test</p>	<u>Essential Questions:</u> <p>What do you Know about planning for after high school?</p>
<u>Enduring Understandings:</u> <p>Students will take a test to see how much they know about what they will learn in their upcoming year.</p>	<u>Content Knowledge and Skills:</u> <p>The assessment will expose students to the concepts and skills they will learn during future lessons.</p>
ASSESSMENT	
Assessment / Performance Task: <p style="text-align: center;">Student Self- Reflection, Counselor Input, Naviance Reports</p>	
LEARNING PLAN	
Learning Activities: <p style="text-align: center;">Students take a Pre Test (Naviance/Family Connections)</p>	Resources: <p style="text-align: center;">Naviance Family Connections/ Chromebooks</p>
Instructional Strategies: <p style="text-align: center;">Naviance</p>	Differentiation Strategies: <p style="text-align: center;">Extended time as needed</p>

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:A1.1 Articulate feelings of competence and confidence as learners
- ☐ A:A1.2 Display a positive interest in learning

X A:A1.3 Take pride in work and achievement

☐ A:A1.4 Accept mistakes as essential to the learning process

X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

☐ A:A2.1 Apply time-management and task management skills

☐ A:A2.2 Demonstrate how effort and persistence positively affect learning

☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed

☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

☐ A:A3.1 Take responsibility for their actions

☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

☐ A:A3.3 Develop a broad range of interests and abilities

☐ A:A3.4 Demonstrate dependability, productivity and initiative

☐ A:A3.5 Share knowledge

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

X A:B1.1 Demonstrate the motivation to achieve individual potential

☐ A:B1.2 Learn and apply critical-thinking skills

☐ A:B1.3 Apply study skills necessary for academic success at each level

☐ A:B1.4 Seek Information and support from faculty, staff, family and peers

☐ A:B1.5 Organize and apply academic information from a variety of sources

☐ A:B1.6 Use knowledge of learning styles to positively influence school performance

☐ A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

☐ A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school

X A:B2.2 Use assessment results in educational planning

☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement

X A:B2.4 Apply knowledge of aptitudes and interests to goal setting

☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

☐ A:B2.6 Understand the relationship between classroom performance and success in school

☐ A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

☐ 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

- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- ☒ A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- ☒ C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- ☒ C:A1.5 Learn to make decisions
- ☐ C:A1.6 Learn how to set goals
- ☐ C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☒ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- ☒ C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process

- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- X C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- ☐ C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- X C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.

- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- X PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- X PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- X PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.1 Super Match College Search

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- ☐ 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- ☐ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)

☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)

XLife and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy

☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: SUPER MATCH COLLEGE SEARCH

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- ☐ CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- X CRP5 Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6 Demonstrate creativity and innovation.
- X CRP7 Employ valid and reliable research strategies
- X CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- ☐ CRP10 Plan education and career paths aligned to personal goals.
- X CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<p><u>Established Goals:</u></p> <p>Students will search for colleges within the Naviance system.</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What are my post secondary goals? 2. What are my career and college interests? 3. How can I locate, evaluate and interpret career/college information?
<p><u>Enduring Understandings:</u></p> <p>Students can use filters to help them find appropriate postsecondary options. As students enter filters, a list of colleges ,with percent matched will populate. Schools with equal percentages will appear in random order.</p>	<p><u>Content Knowledge and Skills:</u></p> <p>Students will use the Naviance Supermatch Activity to access career planning information to establish realistic goals.</p>
ASSESSMENT	
<p>Assessment / Performance Task:</p> <p>Student Self -Reflection, Counselor Input, Naviance Activity</p>	
LEARNING PLAN	
<p>Learning Activities:</p> <p>Super Match Activity (Naviance/Family Connections</p>	<p>Resources:</p> <p>Naviance Family Connections /Chromebooks</p>
<p>Instructional Strategies:</p> <p>Naviance</p>	<p>Differentiation Strategies:</p> <p>Extra time as needed</p>

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:A1.1 Articulate feelings of competence and confidence as learners
- X A:A1.2 Display a positive interest in learning
- ☐ A:A1.3 Take pride in work and achievement
- ☐ A:A1.4 Accept mistakes as essential to the learning process
- ☐ A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- X A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- X A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- ☐ A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- X A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- X A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school

X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ 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
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- ☐ A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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

- X C:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- ☐ C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- X C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- X C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- X C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- X C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- ☐ C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**PS:B1 Self-Knowledge Application**

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.**PS:C1 Acquire Personal Safety Skills**

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE11

UNIT 11.2 Do A Naviance Assessment

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

X 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.

☐ 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

☐ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)

☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)

X Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy

☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: DO WHAT YOU ARE

X CRP1 Act as a responsible and contributing citizen and employee

☐ CRP2 Apply appropriate academic and technical skills

☐ CRP3 Attend to personal health and financial well-being

☐ CRP4 Communicate clearly and effectively and with reason

☐ CRP5 Consider the environmental, social and economic impacts of decisions.

☐ CRP6 Demonstrate creativity and innovation.

☐ CRP7 Employ valid and reliable research strategies

☐ CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them.

☐ CRP9 Model integrity, ethical leadership and effective management.

X CRP10 Plan education and career paths aligned to personal goals.

☐ CRP11 Use technology to enhance productivity.

☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Students will complete the DO A NAVIANCE ASSESSMENT	<u>Essential Questions:</u> 1. <i>What is my specific personality type?</i> 2. <i>How do I identify personal preferences and interests that will influence my career ?</i>
<u>Enduring Understandings:</u> The results of the assessment provide students with a four-part personality type. This information will help students gain confidence and greater self-awareness as well as insights that will help them make better decisions and take advantage of their innate strengths.	<u>Content Knowledge and Skills:</u> Students can evaluate personal interests, abilities and skills through various measures including self -assessments.
ASSESSMENT	
Assessment / Performance Task: Student Self-Reflection, Counselor Input, Naviance Assessment and Reports	
LEARNING PLAN	
Learning Activities: Create a Smart Post Secondary Goal (Naviance/ Family Connections)	Resources: Naviance Family Connections/ Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies: Naviance Family Connections /Chromebooks

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:A1.1 Articulate feelings of competence and confidence as learners
- X A:A1.2 Display a positive interest in learning
- ☐ A:A1.3 Take pride in work and achievement
- ☐ A:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- ☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed
- X A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- X A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- ☐ A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- X A:B1.6 Use knowledge of learning styles to positively influence school performance
- X A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- ☐ A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ 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
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- X A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- X A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- ☐ C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- X C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning

- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- ☐ C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- ☐ C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.

- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.3 Add Colleges (Colleges I Am Thinking About)

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- ☐ 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- ☐ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- X 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)

☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)

X Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy

☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: COLLEGES I AM THINKING ABOUT

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- ☐ CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- ☐ CRP5 Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6 Demonstrate creativity and innovation.
- X CRP7 Employ valid and reliable research strategies
- ☐ CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- ☐ CRP10 Plan education and career paths aligned to personal goals.
- X CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Students will add prospective colleges within the "Colleges I'm Thinking About Tab."	<u>Essential Questions:</u> 1. What colleges/universities have my major? 2. Does my transcript reflect what the college is requiring academically?
<u>Enduring Understandings:</u> <i>Student will take an in depth look at the schools they are interested in applying to during their senior year of high school</i>	<u>Content Knowledge and Skills:</u> Utilizing the "Colleges I'm Thinking About Tab" students will develop their college/career lists.
ASSESSMENT	
Assessment / Performance Task: Student Self-Reflection, Counselor Input, Naviance Activity	
LEARNING PLAN	
Learning Activities: Super Match Activity (Naviance/ Family Connections)	Resources: Naviance Family Connections/Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies: Extra time as needed

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: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:A1.4 Accept mistakes as essential to the learning process
- ☐ A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- ☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- ☐ A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- X A:B1.3 Apply study skills necessary for academic success at each level
- ☐ A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- ☐ A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- ☐ A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ 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
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- ☐ A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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

- X C:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- X C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- ☐ C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition

- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- X C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- X C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- X C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.

X PS:A1.3 Learn the goal setting process.

☐ PS:A1.4 Understand change is a part of growth.

☐ PS:A1.5 Identify and express feelings.

☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.

☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.

☐ PS:A1.8 Understand the need for self-control and how to practice it.

☐ PS:A1.9 Demonstrate cooperative behavior in groups.

☐ PS:A1.10 Identify personal strengths and assets.

☐ PS:A1.11 Identify and discuss changing personal and social roles.

☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

☐ PS:A2.1 Recognize that everyone has rights and responsibilities.

☐ PS:A2.2 Respect alternative points of view.

☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.

☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.

☐ PS:A2.5 Recognize and respect differences in various family configurations.

☐ PS:A2.6 Use effective communication skills.

☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.

☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

☐ 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.

☐ PS:B1.6 Know how to apply conflict resolution skills.

☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.

☐ PS:B1.8 Know when peer pressure is influencing a decision.

☐ PS:B1.9 Identify long- and short-term goals.

☐ PS:B1.10 Identify alternative ways of achieving goals.

☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.

X PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.

☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.

- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

Grade 11

UNIT 11.4 - Smart Goal -Post Secondary
9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION
STRAND B - CAREER EXPLORATION
<p>New Jersey Student Learning Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. X 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. X 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. <input type="checkbox"/> 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. <input type="checkbox"/> 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. <input type="checkbox"/> 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. <input type="checkbox"/> 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.
<p>21st Century Skills and Theme</p> <p>X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy) <p>X Life and Career Skills <input type="checkbox"/> Information Literacy <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, economic, business and entrepreneurial literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anthropology <input type="checkbox"/> Art <input type="checkbox"/> Business <input type="checkbox"/> Civics <input type="checkbox"/> History <input type="checkbox"/> Math Philosophy <input type="checkbox"/> Phys Ed <input type="checkbox"/> Psychology <input type="checkbox"/> Science <input type="checkbox"/> World L <input type="checkbox"/> LA
UNIT: SMART-POST SECONDARY GOAL
<ul style="list-style-type: none"> <input type="checkbox"/> CRP1 Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2 Apply appropriate academic and technical skills <input type="checkbox"/> CRP3 Attend to personal health and financial well-being <input type="checkbox"/> CRP4 Communicate clearly and effectively and with reason <input type="checkbox"/> CRP5 Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6 Demonstrate creativity and innovation. <input type="checkbox"/> CRP7 Employ valid and reliable research strategies <input type="checkbox"/> CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9 Model integrity, ethical leadership and effective management. X CRP10 Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11 Use technology to enhance productivity. <input type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Students will identify a post-secondary smart goal by applying knowledge of aptitudes and interests to goal settings	<u>Essential Questions:</u> 1.What are my postsecondary goals? 2.What are my career and/or college interests? 3.How available are the careers? 4. Does my academic success align with my goals?
<u>Enduring Understandings:</u> Learners will identify their post secondary goals. Self-assessment of interests, academic achievement and using problem solving	<u>Content Knowledge and Skills:</u> <i>Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities</i>
ASSESSMENT	
Assessment / Performance Task: Student Self-Reflection, Counselor Input, Naviance Reports	
LEARNING PLAN	
Learning Activities: Create a Smart Post -Secondary Goal (Naviance /Family Connections)	Resources: Naviance Family Connection/CromeBooks
Instructional Strategies: Naviance	Differentiation Strategies: Extra time as needed

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: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:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- ☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- X A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- ☐ A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- X A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- X A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ 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

- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- X A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- X A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- X C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- X C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process

- X C:B1.4 Know the various ways in which occupation can be classified
- X C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- ☐ C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- ☐ C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.

- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.5- Update / Build Resume

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- X 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- X 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)

☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)

X Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy

☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: UPDATE/BUILD RESUME

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- X CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- ☐ CRP5 Consider the environmental, social and economic impacts of decisions.
- X CRP6 Demonstrates creativity and innovation.
- ☐ CRP7 Employ valid and reliable research strategies
- ☐ CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- ☐ CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Students will build and/or update their resume.	<u>Essential Questions:</u> 1. How do I create a resume? 2. What components are important to include in a resume? 3. Why do I need a resume for the college/ career process?
<u>Enduring Understandings:</u> Students will learn their resume can enhance their acceptance into prospective colleges and/or universities.	<u>Content Knowledge and Skills:</u> Building/Updating their resume can help students in achieving their post secondary plan.
ASSESSMENT	
Assessment / Performance Task: Student Self-Reflection, Counselor Input, Naviance Activity	
LEARNING PLAN	
Learning Activities: Super Match Activity (Naviance/ Family Connections)	Resources: Naviance Family Connections/Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies: Extra time as needed

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:A1.1 Articulate feelings of competence and confidence as learners

- X A:A1.2 Display a positive interest in learning
- ☐ A:A1.3 Take pride in work and achievement
- ☐ A:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- X A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- X A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- ☐ A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- X A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- X A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

- X A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- ☐ A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- X C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- X C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition

- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- ☐ C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- ☐ C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.

- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.

- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.6 Brag Sheets

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- ☐ 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- X 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)

☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)

X Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy

☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: BRAG SHEETS

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- X CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- X CRP4 Communicate clearly and effectively and with reason
- X CRP5 Consider the environmental, social and economic impacts of decisions.
- X CRP6 Demonstrate creativity and innovation.
- ☐ CRP7 Employ valid and reliable research strategies
- X CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- ☐ CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Students will complete the Brag Sheets for the College Process Part 1	<u>Essential Questions:</u> 1. How many letters of recommendation do I need for my prospective schools? 2. Who should I request letters from? 3. How do I ask teachers, counselors, and others for letters of recommendation?
<u>Enduring Understandings:</u> Students will complete the Autobiographical Sketch, Parent Brag Sheet, Teacher Recommendation forms and Resume to assist their recommenders with writing their letters of recommendation.	<u>Content Knowledge and Skills:</u> Students must thoughtfully prepare information for the college process in their junior year. Completing Brag sheets gives recommenders more insight into who a student is inside and outside of the classroom.
ASSESSMENT	
Assessment / Performance Task: Student Self-Reflection, Counselor Input, Naviance Activity	
LEARNING PLAN	
Learning Activities: Super Match Activity (Naviance/ Family Connections)	Resources: Naviance Family Connections/Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies: Extra time as needed

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:A1.1 Articulate feelings of competence and confidence as learners
- ☐ A:A1.2 Display a positive interest in learning
- X A:A1.3 Take pride in work and achievement
- ☐ A:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- X A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- X A:A3.3 Develop a broad range of interests and abilities
- X A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- X A:B1.4 Seek Information and support from faculty, staff, family and peers
- X A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- ☐ A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- X A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- X A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- X A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- X A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- X A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- ☐ C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- X C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills**C:B1 Acquire Career Information**

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- ☐ C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- ☐ C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.7 Scheduling Assembly

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- X 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- X 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

- X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)
- ☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)
- X Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy
- ☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

- ☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: Scheduling Assembly

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- X CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- ☐ CRP5 Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6 Demonstrate creativity and innovation.
- ☐ CRP7 Employ valid and reliable research strategies
- ☐ CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- X CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<p><u>Established Goals:</u></p> <p>Students will participate in the scheduling assembly prepared exclusively for their rising grade level.</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1.How well have I performed this year in my classes? 2.What are my goals for next year and beyond high school? 3.Am I doing everything I can to gain admission to a college or the career of my choice? 4.What are the graduation requirements I need this year? 5.What do I need to focus on to accomplish my goals?
<p><u>Enduring Understandings:</u></p> <p>Students will learn about graduation requirements, electives,college, career readiness and have the opportunity to ask questions before choosing their classes for their upcoming school year.</p>	<p><u>Content Knowledge and Skills:</u></p> <p>The scheduling assembly will help students make decisions, set goals and take the necessary actions to achieve their post-secondary goals.</p>
ASSESSMENT	
<p>Assessment / Performance Task: Student self-reflection, review of presented material, counselor input</p>	
LEARNING PLAN	
<p>Learning Activities: Students will participate in the scheduling assembly.</p>	<p>Resources: PPT Presentation, projector</p>
<p>Instructional Strategies: To inform students, material regarding course selection, college and career information, and graduation requirements are provided by the Guidance Department.</p>	<p>Differentiation Strategies: Additional appointments as needed</p>

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

- X A:A1.1 Articulate feelings of competence and confidence as learners
- X A:A1.2 Display a positive interest in learning
- X A:A1.3 Take pride in work and achievement
- ☐ A:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- X A:A2.1 Apply time-management and task management skills
- X A:A2.2 Demonstrate how effort and persistence positively affect learning
- ☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- X A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- ☐ A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- X A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- X A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- X A:B1.4 Seek Information and support from faculty, staff, family and peers
- X A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- X A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- X A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- ☐ A:B2.2 Use assessment results in educational planning
- X A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- X A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- X A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- ☐ A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- X C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- ☐ C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- X C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- X C:B1.1 Apply decision making skills to career planning, course selection and career transition

- ☐ C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- X C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- X C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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.

- X C:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- X C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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

- X PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- X PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**PS:B1 Self-Knowledge Application**

- X PS:B1.1 Use a decision-making and problem-solving model.
- X 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- X PS:B1.9 Identify long- and short-term goals.
- X PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- X PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.**PS:C1 Acquire Personal Safety Skills**

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.8 - Scheduling/Mid-Year Conference

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- ☐ 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- ☐ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)

- ☐ Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)
- ☐ Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy
- ☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

- ☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: SCHEDULING /MID-YEAR CONFERENCE

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- X CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- X CRP5 Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6 Demonstrate creativity and innovation.
- ☐ CRP7 Employ valid and reliable research strategies
- ☐ CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- X CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Mid -Year/Scheduling Conference	<u>Essential Questions:</u> 1. What schedule choices should I make? 2. What graduation requirements do I need to fulfill this year? 3. How do my grades affect the classes I can choose? 4. What areas do I excel in academically? 5. What subject do I need to improve?
<u>Enduring Understandings:</u> Students will select classes based upon the graduation requirements they need and their academic record. They will be encouraged to select elective classes that support their post-secondary goal.	<u>Content Knowledge and Skills:</u> The Mid -Year Conference will consist of a review of the student's academic record and the selection of classes for the next school year.
ASSESSMENT	
Assessment / Performance Task: Student Self Reflection, Teacher Recommendations and Counselor In Put	
LEARNING PLAN	
Learning Activities: Review academic records create a schedule	Resources: Graduation requirements, academic record and teacher recommendations
Instructional Strategies: Report Cards, Transcripts, Checklist for Graduation Requirements , Course Code Book and Teacher Recommendations	Differentiation Strategies: Additional appointments with Counselor as needed

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

- X A:A1.1 Articulate feelings of competence and confidence as learners
- ☐ A:A1.2 Display a positive interest in learning
- X A:A1.3 Take pride in work and achievement
- X A:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- X A:A2.2 Demonstrate how effort and persistence positively affect learning
- X A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- ☐ A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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

- X A:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- X A:B1.3 Apply study skills necessary for academic success at each level
- X A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- X A:B1.6 Use knowledge of learning styles to positively influence school performance
- X A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- ☐ A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- X A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- X A:B2.6 Understand the relationship between classroom performance and success in school
- ☐ A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- X 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
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- X A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- ☐ C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- ☐ C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- ☐ C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- ☐ C:A2.6 Learn how to write a resume
- X C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- ☐ C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- X C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- X C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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.

- X C:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- X C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- X PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- X PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- X PS:B1.10 Identify alternative ways of achieving goals.
- X PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- X PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.9 College Process Part 2

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

STRAND B - CAREER EXPLORATION

New Jersey Student Learning Standards:

- ☐ 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.
- X 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- ☐ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ☐ 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ☐ 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- ☐ 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- ☐ 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills and Theme

- ☐ Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration)
- X Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy)
- ☐ Life and Career Skills ☐ Information Literacy ☐ Global Awareness ☐ Financial, economic, business and entrepreneurial literacy
- ☐ Civic Literacy ☐ Health Literacy ☐ Environmental Literacy

Interdisciplinary Connections

- ☐ Anthropology ☐ Art ☐ Business ☐ Civics ☐ History ☐ Math Philosophy ☐ Phys Ed ☐ Psychology ☐ Science ☐ World L ☐ LA

UNIT: COLLEGE PROCESS PART 2

- ☐ CRP1 Act as a responsible and contributing citizen and employee
- ☐ CRP2 Apply appropriate academic and technical skills
- ☐ CRP3 Attend to personal health and financial well-being
- ☐ CRP4 Communicate clearly and effectively and with reason
- ☐ CRP5 Consider the environmental, social and economic impacts of decisions.
- ☐ CRP6 Demonstrate creativity and innovation.
- ☐ CRP7 Employ valid and reliable research strategies
- ☐ CRP8 Utilizes critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- X CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> College Process Part 2	<u>Essential Questions:</u> 1. What is the College Process Part 2?
<u>Enduring Understandings:</u> Guidance Counselors will present information to the Junior Class regarding the College Process Part 2.	<u>Content Knowledge and Skills:</u> Juniors will learn about the following topics during the presentation of the College Process Part 2: Letters of Recommendation, SAT vs ACT, the Common Application, Essay/Personal Statements, College/University Applications, Financial Aid and the Naviance platform.
ASSESSMENT	
Assessment / Performance Task: Student Self -Reflection, Counselor Input, Naviance Reports	
LEARNING PLAN	
Learning Activities: College Process Part 2- Info Session (Naviance /Family Connections)	Resources: College Process Part 2 Information Naviance Family Connections/Chromebooks
Instructional Strategies: College Process Part 2 Information / Naviance	Differentiation Strategies: Extended time when needed

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: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:A1.4 Accept mistakes as essential to the learning process
- ☐ A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- X A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- ☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- ☐ A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- X A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- ☐ A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- ☐ A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- X A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- X A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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

- X C:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- X C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- X C:A1.5 Learn to make decisions
- X C:A1.6 Learn how to set goals
- X C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- X C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- X C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- X C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- X C:B1.1 Apply decision making skills to career planning, course selection and career transition

- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- X C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified
- X C:B1.5 Use research and information resources to obtain career information
- X C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- X C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- X C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- X C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- X C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio.

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- X C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- X C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.

- X PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.
- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- X PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ PS:B1.1 Use a decision-making and problem-solving model.
- X 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.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.

- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 11

UNIT 11.10 Post Test
9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION
STRAND B - CAREER EXPLORATION
<p>New Jersey Student Learning Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. X 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. <input type="checkbox"/> 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. <input type="checkbox"/> 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. <input type="checkbox"/> 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. <input type="checkbox"/> 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. <input type="checkbox"/> 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.
<p>21st Century Skills and Theme</p> <ul style="list-style-type: none"> X Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration) <input type="checkbox"/> Information, Media & Technology Skills (Info Literacy, Instructional Computer Tech Literacy) X Life and Career Skills <input type="checkbox"/> Information Literacy <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, economic, business and entrepreneurial literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anthropology <input type="checkbox"/> Art <input type="checkbox"/> Business <input type="checkbox"/> Civics <input type="checkbox"/> History <input type="checkbox"/> Math Philosophy <input type="checkbox"/> Phys Ed <input type="checkbox"/> Psychology <input type="checkbox"/> Science <input type="checkbox"/> World L <input type="checkbox"/> LA
UNIT: POST TEST
<ul style="list-style-type: none"> <input type="checkbox"/> CRP1 Act as a responsible and contributing citizen and employee <input type="checkbox"/> CRP2 Apply appropriate academic and technical skills <input type="checkbox"/> CRP3 Attend to personal health and financial well-being <input type="checkbox"/> CRP4 Communicate clearly and effectively and with reason X CRP5 Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6 Demonstrate creativity and innovation. X CRP7 Employ valid and reliable research strategies X CRP8 Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9 Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10 Plan education and career paths aligned to personal goals. X CRP11 Use technology to enhance productivity. <input type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Post Test	<u>Essential Questions:</u> 1, How much have you learned during the last year?
<u>Enduring Understandings:</u> Students will take a post test to see how much they have learned during their junior year about the college/career process.	<u>Content Knowledge and Skills:</u> Students will take a post test after completing the grade 11 lessons sequence
ASSESSMENT	
Assessment / Performance Task: Student self-reflection, Counselor input, Naviance Activity	
LEARNING PLAN	
Learning Activities: Super Match Activity (Naviance/ Family Connections)	Resources: Naviance Family Connections/Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies: Extra time as needed

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

- x A:A1.1 Articulate feelings of competence and confidence as learners
- ☐ A:A1.2 Display a positive interest in learning
- x A:A1.3 Take pride in work and achievement

- ☐ A:A1.4 Accept mistakes as essential to the learning process
- X A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- ☐ A:A2.1 Apply time-management and task management skills
- ☐ A:A2.2 Demonstrate how effort and persistence positively affect learning
- ☐ A:A2.3 Use Communication skills to know when and how to ask for help when needed
- ☐ A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
- ☐ A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- ☐ A:A3.3 Develop a broad range of interests and abilities
- ☐ A:A3.4 Demonstrate dependability, productivity and initiative
- ☐ A:A3.5 Share knowledge

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:B1.1 Demonstrate the motivation to achieve individual potential
- ☐ A:B1.2 Learn and apply critical-thinking skills
- ☐ A:B1.3 Apply study skills necessary for academic success at each level
- X A:B1.4 Seek Information and support from faculty, staff, family and peers
- ☐ A:B1.5 Organize and apply academic information from a variety of sources
- ☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
- ☐ A:B1.7 Become a self directed and independent learner.

A:B2 Plan to Achieve Goals

- ☐ A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- X A:B2.2 Use assessment results in educational planning
- ☐ A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- X A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

- ☐ 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
- ☐ A:C1.3 Understand the relationship between learning and work

- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- ☐ A:C1.5 Understand that school success is the preparation to make the transition from student to a community member.
- X A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.

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

- X C:A1.1 Develop skills to locate, evaluate and interpret career information
- ☐ C:A1.2 Learn about the variety of traditional and nontraditional occupations
- ☐ C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- ☐ C:A1.4 Learn how to interact and work cooperatively in teams
- ☐ C:A1.5 Learn to make decisions
- ☐ C:A1.6 Learn how to set goals
- ☐ C:A1.7 Understand the importance of planning
- ☐ C:A1.8 Pursue and develop competency in areas of interest
- ☐ C:A1.9 Develop hobbies and vocational interests
- ☐ C:A1.10 Balance between work and leisure time.

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- ☐ C:A2.2 Apply job readiness skills to seek employment opportunities
- ☐ C:A2.3 Demonstrate knowledge about changing workplace
- ☐ C:A2.4 Learn about the rights and responsibilities of employers and employees
- ☐ C:A2.5 Learn to respect individual uniqueness in the workplace
- X C:A2.6 Learn how to write a resume
- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

- ☐ C:B1.1 Apply decision making skills to career planning, course selection and career transition
- X C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- ☐ C:B1.3 Demonstrate knowledge of the career planning process
- ☐ C:B1.4 Know the various ways in which occupation can be classified

- ☐ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- ☐ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
- ☐ PS:A1.8 Understand the need for self-control and how to practice it.
- ☐ PS:A1.9 Demonstrate cooperative behavior in groups.
- ☐ PS:A1.10 Identify personal strengths and assets.
- ☐ PS:A1.11 Identify and discuss changing personal and social roles.
- ☐ PS:A1.12 Identify and recognize changing family roles.

PS:A2 Acquire Interpersonal Skills

- ☐ PS:A2.1 Recognize that everyone has rights and responsibilities.
- ☐ PS:A2.2 Respect alternative points of view.
- ☐ PS:A2.3 Recognize, accept, respect and appreciate individual differences.
- ☐ PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity.
- ☐ PS:A2.5 Recognize and respect differences in various family configurations.
- ☐ PS:A2.6 Use effective communication skills.
- ☐ PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.
- ☐ PS:A2.8 Learn how to make and keep friends.

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

PS:B1 Self-Knowledge Application

- ☐ 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.
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- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ 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.

- ☐ C:B1.5 Use research and information resources to obtain career information
- ☐ C:B1.6 Learn to use the Internet to access career-planning information
- ☐ C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- ☐ C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

C:B2 Identify Career Goals

- ☐ C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- X C:B2.2 Assess and modify their educational plan to support career.
- ☐ C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
- ☐ C:B2.4 Select coursework that is related to career interests.
- ☐ C:B2.5 Maintain a career-planning portfolio..

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:C1.1 Understand the relationship between educational achievement and career success.
- ☐ C:C1.2 Explain how work can help to achieve personal success and satisfaction.
- ☐ C:C1.3 Identify personal preferences and interests influencing career choice and success.
- ☐ C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- ☐ C:C1.5 Describe the effect of work on lifestyle.
- ☐ C:C1.6 Understand the importance of equity and access in career choice.
- ☐ C:C1.7 Understand that work is an important and satisfying means of personal expression.

C:C2 Apply Skills to Achieve Career Goals.

- X C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals.
- ☐ C:C2.2 Learn how to use conflict management skills with peers and adults.
- ☐ C:C2.3 Learn to work cooperatively with others as a team member.
- ☐ C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

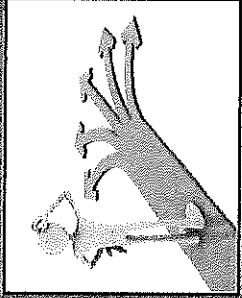
PERSONAL/SOCIAL DEVELOPMENT

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:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ PS:A1.3 Learn the goal setting process.
- ☐ PS:A1.4 Understand change is a part of growth.
- ☐ PS:A1.5 Identify and express feelings.

- ☐ PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

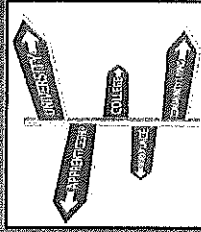


College Process Part 2

Junior Presentation 2024

Post-Secondary Options

- 4 Year College
- 2 Year College
- Trade/Vocational
- Military
(See counselor in Guidance)
- Work



Speak to your counselor about all your options

SAIs

Register at www.collegeboard.org

May 4
June 1
August 24



\$80 (\$30 late fee) or Fee Waiver

Khan Academy, Apps, Books, Courses, Zero Period

(755-835) Math/Reading class (1 MP each)

Letters of Recommendation

Who Will You Ask? (One Month Notice-Start Thinking!)

Major: Growth as a Student, etc.

Ask the Person FIRST, then send request via Naviance

Letters should be posted by October 1 (Early Action)

What to Prepare (Brag Sheets)

Teacher Recommendation Form

Autobiographical Sketch

Parent Brag Sheet

Activity Sheet/Resume (Naviance)

Update Resumes-Add Summer Programs/Internships

Your counselor will prepare a written evaluation to all colleges that require a counselor letter.



COMMON APPLICATION

What is the common app?

To use or not to use...

that is the question you are to ask your guidance counselor.

Application will be ready to use August 1st

(You may create an account and complete your profile before

8/1/24)



Common App Prompts

• COMPLETE Common App. Prompts Posted on the site (SUMMER)

• Display Creative Thought-Stand Out

• Have a Teacher Proofread Your Typed Copy

Common app website



ACT - Consider Taking



Register - act.org

- April, June, July 2024
- \$67.75 with Essay + \$53 without Essay or Fee Waiver
- Prepare - Practice Tests - Handing page - Navigation Tutorials
- Section Retesting
- Super Score (1 report)
- Faster Results (8 days)

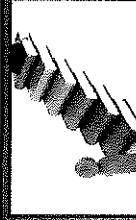
ACT

College Factors



- Academic Skills (Rank/GPA/Rigor/SAT Scores)
- Major/Course of Study
- Location
- Athletics (*NCAA)/Activities
- Finances (*EOP - Applies to NJ Schools only)
- NJ STARS (top 15% of students identified by BHS)

College Search



Visit Schools, attend College Fairs and/or Virtual Tours

- Create a List of 3-5 Schools
- Consider Factors (GPA, SAT, Deadlines, etc.)
- Select a range - Safety, Target, and Reach
- Add your school for Colleges Tim Thinking About - Advance
- Establish a Timeline (Ex: Oct. 1-Dec. 1) to apply

Consider Early Action - Apply early and receive a decision early - not-binding

Take Advantage of On-Sites At BHS - Must Meet Criteria

WHERE TO BEGIN...



Visit/tour in person or virtual- prospective colleges/universities.

Select schools that you have the credentials to apply to.

(SAT/ACT, etc.)

(Safe, Target, Reach)

Navigate

Log in (using Clever)

Complete:



COLLEGES I'M THINKING ABOUT (3-5)

NEXT...



Register for tests: SAT/ACT

Complete Counselor and Teacher Brag Sheets

Secure Letter of Recommendation- ASK IN PERSON FIRST (teacher, coach, service learning, job, internship, church)

Common App (CA)

Write Prompt & Complete Profile by Aug. 1, 2024

You may NOT add any schools to your CA until AFTER 8/1/24

THEN...

Develop a timeline for the Fall (Oct. 1-Dec. 1)

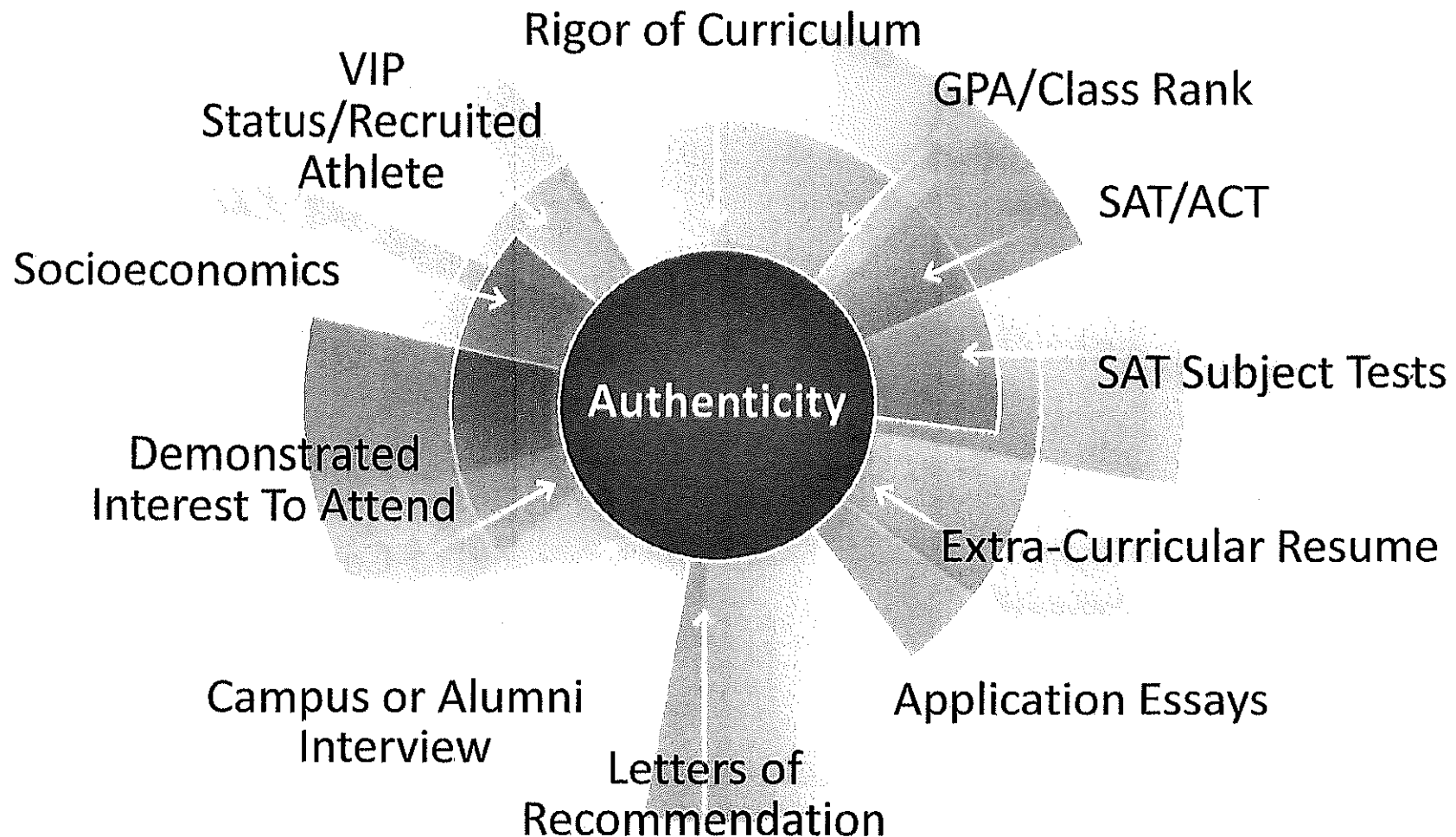
Complete Service Learning

UPDATE RESUME

Consider Summer Programs, Internships, Job

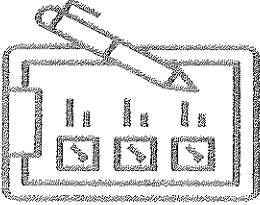


There Are 11 Primary Application Factors That Admissions Committees Consider




Bayonne High School Guidance Department Student Checklist - PART I

CHECKLIST: PART I

	<div> <input type="checkbox"/> Register for SAT/ACT </div> <div> <input type="checkbox"/> Complete Service Learning </div> <div> <input type="checkbox"/> Autobiographical Sketch </div> <div> <input type="checkbox"/> Resume </div> <div> <input type="checkbox"/> Parent Brag Sheet </div>
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NAVIANCE

<div> <input type="checkbox"/> Colleges I am thinking of...(3-5) </div> <div> <input type="checkbox"/> Super Match </div> <div> <input type="checkbox"/> Resume </div> <div> <input type="checkbox"/> Naviance Goal - Post Secondary </div> <div> <input type="checkbox"/> Modules & Pre-Test/Post-Test </div>		
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Date:	
Student's Name:	
ID Number:	HR:

COLLEGE PROCESS PART I

SAT -REGISTER

- ☐ Visits www.collegeboard.org to register for March, May*, June*, August, October*, November, December*
- ☐ BHS Code: 310060-Site Code 31-124
- ☐ Beware of deadlines!
- ☐ \$60 or fee waiver =2 - REG Tests + unlimited Score Reports
- ☐ REGISTER ASAP FOR A SEAT @ BHS

Prepare

- ☐ Khan Academy, Apps, Books, Courses, BHS Period 0 Class

Consider The ACT

- ☐ Visit www.actstudent.org to register
- ☐ \$67.75 (essay) \$53 (No Essay) or fee waiver

SERVICE LEARNING

- ☐ 20 hours Required for Graduation
- ☐ See secretary in the Main Office for information re: Service Learning

COLLEGE SEARCH

Consider Your Options

- ☐ 4 year college
- ☐ 2 year college
- ☐ Trade/Vocational
- ☐ Military
- ☐ Work

Factors

- ☐ Academic Skills (Rank/GPA/SAT scores/SAT Subject Tests)
- ☐ Major -----
- ☐ Location
- ☐ Athletics (*NCAA)
- ☐ Finances(*EOF) Applies to NJ Schools
- ☐ Rigor of Curriculum
- ☐ Extra Curricular Resume

- ☐ Application Essay/Personal Statement
- ☐ Letters of Recommendation
- ☐ Demonstrated interest to attend school

Tips

- ☐ Visit/Take Virtual Tours
- ☐ Create a Google Calendar for College Visits and information.

COUNSELOR RECOMMENDATION

- ☐ Activity Sheet/Resume
- ☐ Autobiographical Sketch
- ☐ Parent Brag Sheet

FINANCIAL AID

- ☐ Presentation at BHS in fall
- ☐ More details **College Process Part II** Hesaa.org

NAVIANCE

- ☐ Login with Clever
- ☐ Colleges I'm Thinking About
- ☐ Super Match
- ☐ Resume

(May 2023)

Spring/Summer “To Do List” / “Responsibilities”

I. Tests – (Take 2)

SAT www.collegeboard.org

(October 7, November 4, December 2, March 9, May 4, June 1)

Be mindful of **deadlines - Late Fee \$30.00**

ACT www.actstudents.org

(April, June & July)

Note: BHS code is **310060** for both tests

II. Letters of Recommendations

Select teachers and recommenders, based upon interests and majors.

- (1) ASK in person or email first – (Ex: “Would you be willing to write a letter of recommendation for me for college?”)
- (2) Prepare “Teacher Brag” sheets upon request
- (3) Ask recommender to “**post**” your letter on Naviance (ED-EA-Early Fall)
- (4) Send a Naviance email request to your Teacher Recommender in the fall.

III. Personal Statement / Essay

- Must be proofread

IV. Using Common Application

- Complete “Profile” and “Essay Prompt” for the year “2023-2024” year.
- Note: Competitive schools will have additional “Supplemental Essays.”
- Add Schools - **August 1st**

V. Plan now for summer

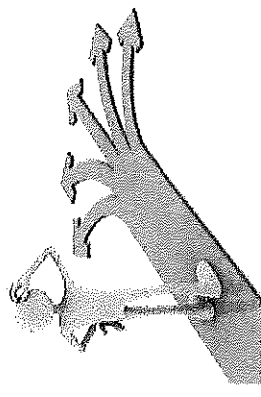
- College program, internship, job etc.
- Visit prospective colleges

VI. Applying on college websites

- Use 2023-2024 application for schools that are not Common App Schools.
- Complete: Application(s), essay(s), personal statement(s)

VII. Complete “10” Service Learning Hours

- “Required for graduation”



VII. Resume

- Update Naviance - Include academic awards, summer programs, college courses, work, volunteer experience, extracurricular activities, skills, interests and achievements.

Naviance

“Match and Fit”

Match →	Post 3 to 5 schools on “Colleges I’m thinking about” (Match =SAT score and GPA)
Fit →	Visit schools and or take virtual tours to determine fit.

You have the opportunity to get ahead with the college process.

You can’t get ahead unless you get started ...

“Just Do It”



Bayonne High School Guidance Department

Autobiographical Sketch

Student's Name: _____ ID Number: _____

Counselor's Name: _____

Dear: _____:

The responsibility of your counselor in preparing the "Secondary School Report" for colleges and universities is to provide a summary of your academic and extracurricular achievement. I also present some sense of your promise for further personal intellectual growth. Conveying your "unique" qualities is not an easy task. Therefore, I would appreciate you giving me an honest estimation of yourself: what you have done, and what you have left to do.

Please take the time to think about who you are, and where you're headed. Don't limit your discussion to only what has happened to you in school. Include experiences drawn from any part of your life.

Thank you

BHS Guidance Department

Directions: Carefully prepare your answers. If you need more space attach a separate piece of paper. Please be sure to include your name.

1. Write about yourself. Give background information so that colleges learn about who you are.
2. What courses in high school did you do your best in? Why?
3. Which courses have given you the most difficulty?

Bayonne High School Guidance Department

Autobiographical Sketch

4. What are you most interested in studying in college and why?

5. Discuss one or more experiences which illustrate your passion for a hobby, activity, sport or academic discipline, or other responsibilities you carried through high school?

6. Detail any personal, financial or health issues which have impacted you personally or academically that you would like me to share. Please explain what happened and how you coped/managed the issue.

7. Please list your major extra-curricular activities and how much time you dedicated to each. Describe your leadership roles and positions and include dates. This should include all school and community activities as well as work experience. Describe what you learned from your various involvements. Tell me what you contributed. How have you made an impact either in your school or community?

Bayonne High School Guidance Department

Autobiographical Sketch

8. What factors are most important to you in selecting a college (i.e. price, location, athletics, area of study, diversity, etc?)

9. Is your high school academic scores 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?

10. Which two teachers know you the best?

11. What would those two teachers say about you?

12. What four adjectives describe you? (very important—counselors are usually asked as part of your application).
 - a.
 - b.
 - c.
 - d.

Bayonne High School Guidance Department

Autobiographical Sketch

13. Has any summer experience, work or study been of significant importance to you? Please describe.

14. Have you traveled or lived in different localities? Where? Comment on any significant travel experience.

15. What do you consider your greatest strengths?

16. What is the compliment you have been paid that you are most proud of? Who gave you this compliment?

17. How have you supplemented your high school experience? Describe classes (college and/or private lessons you have taken).

Bayonne High School Guidance Department

Autobiographical Sketch

18. What quote describes you? Explain.

19. Who are your heroes? What qualities in them do you admire?

20. Where did you complete your Service Learning Hours? How many hours have you completed?

21. What do you choose to learn when you can learn on your own? What do your choices show about your interest and the way you like to learn?

Bayonne High School Guidance Department

Parent Feedback Form

Student's Name: _____ ID Number: _____
Counselor's Name: _____ Homeroom: _____

Directions: Very often, parental insight provides valuable information that is worth including in a comprehensive counselor recommendation for a student. Please take a few minutes to respond to the following questions. Your comments are appreciated.

1. What do you consider to be your child's best personality traits? What should the whole world know about him/her?
2. If you had to describe your child with five adjectives, what would they be?
3. In what areas has your son/daughter shown the most development and growth during the high school years?
4. What do you consider unique accomplishments of your son/daughter over the past three years?

COLLEGE APPLICATION BRAG SHEET

Student I.D. Number: _____

To the Student: Please list all activities in which you have been ACTIVELY involved. Check (✓) the box for the appropriate grade(s). If you held office, indicate your title under the appropriate year instead of a "✓". Do not use an acronym if possible, i.e., NHS – write National Honor Society, etc.

What are your possible college majors and career plans after college?

Briefly describe yourself as your best friend might describe you?

Student Signature: _____ Date: _____

BHS GUIDANCE PASS

JUNIOR COLLEGE PROCESS Part 1

DEAR TEACHER: PLEASE EXCUSE STUDENT AT TIME SPECIFIED

HR# _____ Student: _____

BRING YOUR CHARGED CHROMEBOOK

Please report to the Guidance Department for an interview/meeting as follows:

Date: _____ Period/Time: _____

Teacher's Signature (Time Student Left) _____
Counselor's Signature (Time Student Left)

STUDENT- MUST BRING THIS PASS WITH YOU!

BHS GUIDANCE PASS

JUNIOR COLLEGE PROCESS Part 1

DEAR TEACHER: PLEASE EXCUSE STUDENT AT TIME SPECIFIED

HR# _____ Student: _____

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