BAYONNE BOARD OF EDUCATION

SCHOOL COUNSELING DEPARTMENT

GRADE 11 CURRICULUM



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		
Established Goals:	Essential Questions:	
Pre Test	What do you Know about planning for after high school?	
Enduring Understandings:	Content Knowledge and Skills:	
Students will take a test to see how much they know about what they will learn in their upcoming year.	The assessment will expose students to the concepts and skills they will learn during future lessons.	
ASSESSMENT		
Assessment / Performance Task: Student Self- Reflection, Counselor Input, Naviance Reports		
	Counselor Input, Naviance Reports	
Student Self- Reflection,	Counselor Input, Naviance Reports ARNING PLAN	
Student Self- Reflection,		

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

	Jnderstand the relationship between learning and work
	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
	Inderstand that school success is the preparation to make the transition from student to a community member.
	Inderstand how school success and academic achievement enhance future career and vocational opportunities.
CAREER DEV	
	ents will acquire the skills to investigate the world of work in relation to knowledge of self and to make
informed career d	
C:A1 Develop Ca	
	Develop skills to locate, evaluate and interpret career information
	Learn about the variety of traditional and nontraditional occupations
	Develop an awareness of personal abilities, skills, interests and motivations Learn how to interact and work cooperatively in teams
	Learn to make decisions
	Learn how to set goals
	Understand the importance of planning
	Pursue and develop competency in areas of interest
	Develop hobbies and vocational interests
□ C:A1.10	Balance between work and leisure time.
	ployment Readiness
	Acquire employability skills such as working on a team, problem-solving and organizational skills
	Apply job readiness skills to seek employment opportunities
	Demonstrate knowledge about changing workplace
	earn about the rights and responsibilities of employers and employees. earn to respect individual uniqueness in the workplace.
	Learn to respect individual uniqueness in the workplace Learn how to write a resume
	Develop a positive attitude toward work and learning
	Inderstand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
	Jtilize time and task management skills
	ents will understand safety and survival skills
C:B1 Acquire Car	
	apply decision making skills to career planning, course selection and career transition
	dentify personal skills, interests and abilities and relate them to current career choice
□ C:B1.3 L	Demonstrate knowledge of the career planning process

□ C:B1.5 X C:B1.6 □ C:B1.7	Know the various ways in which occupation can be classified Use research and information resources to obtain career information Learn to use the Internet to access career-planning information Describe traditional and nontraditional career choices and how they relate to career choice Understand how changing economic and societal needs influence employment trends and future training.
C:B2 Identify C	areer Goals
□ C:B2.′	Demonstrate awareness of the education and training needed to achieve career goals.
	Assess and modify their educational plan to support career.
	B Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
	Select coursework that is related to career interests.
□ C:B2.5	Maintain a career-planning portfolio
	udents will understand the relationship between personal qualities, education, training and the world of ork.
	nowledge to Achieve Career Goals.
-	Understand the relationship between educational achievement and career success.
□ C:C1.2	Explain how work can help to achieve personal success and satisfaction.
	3 Identify personal preferences and interests influencing career choice and success.
□ C:C1.4	I Understand that the changing workplace requires lifelong learning and acquiring new skills.
	5 Describe the effect of work on lifestyle.
	3 Understand the importance of equity and access in career choice.
□ C:C1.7	⁷ Understand that work is an important and satisfying means of personal expression.
C:C2 Apply Ski	lls to Achieve Career Goals.
	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.
	B 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.	
	e Self-Knowledge
	1.1 Develop positive attitudes toward self as a unique and worthy person.
	1.2 Identify values, attitudes and beliefs.
	1.3 Learn the goal setting process.
	1.4 Understand change is a part of growth.

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	□ PS:A1.5 Identify and express feelings.
l	□ PS:A1.6 Distinguish between appropriate and inappropriate behavior.
	□ PS:A1.7 Recognize personal boundaries, rights and privacy needs.
ı	☐ 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.
l	PS:A2 Acquire Interpersonal Skills
l	□ PS:A2.1 Recognize that everyone has rights and responsibilities.
l	□ 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.
l	□ 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.
ŀ	☐ 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.
Ì	□ 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.
l	Standard C: Students will understand safety and survival skills.
ı	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.	

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 Information Literacy Information 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		
Established Goals:	Essential Questions:	
Students will search for colleges within the Naviance system.	 What are my post secondary goals? What are my career and college interests? How can I locate, evaluate and interpret career/college information? 	
Enduring Understandings:	Content Knowledge and Skills:	
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.	Students will use the Naviance Supermatch Activity to access career planning information to establish realistic goals.	
ASSESSMENT		
Assessment / Performance Task:		
Student Self -Reflection, Counselor Input, Naviance Activity		
LEARNING PLAN		
Learning Activities:	Resources:	
Super Match Activity (Naviance/Family Connections	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 a
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 stude
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 w community	ill understand the relationship of academics to the world of work and to life at home and in the
A:C1 Relate School to L	lfe Experiences
☐ A:C1.1 Demon	strate the ability to balance school, studies, extracurricular activities, leisure time and family life o-curricular and community experiences to enhance the school experience
□ A:C1.4 Demon	tand the relationship between learning and work strate an understanding of the value of lifelong learning as essential to seeking, obtaining and
☐ A:C1.5 Unders	ning life goals. tand that school success is the preparation to make the transition from student to a community member. tand how school success and academic achievement enhance future career and vocational
opportunities.	
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CAREER DEVELOR	
Standard A: Students w informed career decisio	ill acquire the skills to investigate the world of work in relation to knowledge of self and to make
C:A1 Develop Career A	
•	p skills to locate, evaluate and interpret career information
	about the variety of traditional and nontraditional occupations
	op an awareness of personal abilities, skills, interests and motivations
	how to interact and work cooperatively in teams
X C:A1.5 Learn t	
X C:A1.6 Learn h	·
	stand the importance of planning
	e and develop competency in areas of interest
	op hobbies and vocational interests
	e between work and leisure time.
C:A2 Develop Employm	ont Pondinges
	employability skills such as working on a team, problem-solving and organizational skills
•	bb readiness skills to seek employment opportunities
	strate knowledge about changing workplace
	bout the rights and responsibilities of employers and employees
	o respect individual uniqueness in the workplace
	now to write a resume
	p a positive attitude toward work and learning
	tand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
	ime and task management skills

Standard B: Stu	dents will understand safety and survival skills
C:B1 Acquire Ca	
	Apply decision making skills to career planning, course selection and career transition
	Identify personal skills, interests and abilities and relate them to current career choice
	Demonstrate knowledge of the career planning process
	Know the various ways in which occupation can be classified
	Use research and information resources to obtain career information
	Learn to use the Internet to access career-planning information
	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 Car	reer Goals
□ C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals.
	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
	dents will understand the relationship between personal qualities, education, training and the world of
woı	
•	owledge to Achieve Career Goals.
	Understand the relationship between educational achievement and career success.
	Explain how work can help to achieve personal success and satisfaction.
	Identify personal preferences and interests influencing career choice and success.
	Understand that the changing workplace requires lifelong learning and acquiring new skills.
	Describe the effect of work on lifestyle.
	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.
	s 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.
	Learn to work cooperatively with others as a team member.
	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)
	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:C1.1	0 Learn techniques for managing stress and conflict.
☐ PS:C1.1	1 Learn coping skills and managing life events.

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	
Established Goals:	Essential Questions:
Students will complete the DO A NAVIANCE ASSESSMENT	 What is my specific personality type? How do I identify personal preferences and interests that will influence my career?
Enduring Understandings:	Content Knowledge and Skills:
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.	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:	Resources:
Create a Smart Post Secondary Goal (Naviance/ Family Connections)	Naviance Family Connections/ Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies:

ACADEMIC DEVELOPMENT

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

Naviance Family Connections /Chromebooks

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:B2.6 Understand the relationship between classroom performance and success in school
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☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

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	lents will understand the relationship of academics to the world of work and to life at home and in the
community	
A:C1 Relate Scho	pol to Life Experiences
□ A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
	Seek co-curricular and community experiences to enhance the school experience
	Understand the relationship between learning and work 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.
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CAREER DE	
	lents will acquire the skills to investigate the world of work in relation to knowledge of self and to make
informed career	
	areer 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
	Develop an awareness of personal abilities, skills, interests and motivations
	Learn how to interact and work cooperatively in teams
	Learn to make decisions
	Learn how to set goals
	Understand the importance of planning Pursue and develop competency in areas of interest
	Develop hobbies and vocational interests
	Balance between work and leisure time.
L C.AT. IC	Dalance between work and leisure time.
C:A2 Develop En	nployment Readiness
□ C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills
	Apply job readiness skills to seek employment opportunities
	Demonstrate knowledge about changing workplace
	Learn about the rights and responsibilities of employers and employees
	Learn to respect individual uniqueness in the workplace
	Learn how to write a resume
□ C:A2.7	Develop a positive attitude toward work and learning

 □ C:A2.8 Understand the importance of respon □ C:A2.9 Utilize time and task management ski 	sibility, dependability, punctuality, integrity and effort in the workplace lls
Standard B: Students will understand safety and su C:B1 Acquire Career Information	ırvival skills
	planning, course selection and career transition
X C:B1.2 Identify personal skills, interests and a	abilities and relate them to current career choice
□ C:B1.3 Demonstrate knowledge of the career	r planning process
□ C:B1.4 Know the various ways in which occu	
□ C:B1.5 Use research and information resource	
□ C:B1.6 Learn to use the Internet to access ca	
□ C:B1.7 Describe traditional and nontraditional	d 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	
	ition and training needed to achieve career goals.
 C:B2.2 Assess and modify their educational 	l plan to support career.
	skills in internship, mentoring, shadowing and /or other work experience.
□ C:B2.4 Select coursework that is related to c	areer interests.
☐ C:B2.5 Maintain a career-planning portfolio	
Of the Control of the standard and	
Standard C: Students will understand the relations	hip between personal qualities, education, training and the world of
work.	hip between personal qualities, education, training and the world of
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PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respec
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.

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

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	□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
ŀ	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
1	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
1	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
l	☐ A:B1.6 Use knowledge of learning styles to positively influence school performance
	□A:B1.7 Become a self directed and independent learner.
ĺ	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
ĺ	A:C1 Relate School to Life Experiences
	☐ A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
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□ 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.	
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CAREER DE	VELOPMENT
	dents will acquire the skills to investigate the world of work in relation to knowledge of self and to make
informed career	
	Career Awareness
	Develop skills to locate, evaluate and interpret career information
	Learn about the variety of traditional and nontraditional occupations
	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
	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:A1.1	0 Balance between work and leisure time.
	mployment Readiness
	Acquire employability skills such as working on a team, problem-solving and organizational skills
	Apply job readiness skills to seek employment opportunities
	Demonstrate knowledge about changing workplace
	Learn about the rights and responsibilities of employers and employees
	Learn to respect individual uniqueness in the workplace
	Learn how to write a resume
□ C:A2.7	Develop a positive attitude toward work and learning
	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
□ C:A2.9	Utilize time and task management skills
	idents will understand safety and survival skills
	areer Information
□ C:B1.1	Apply decision making skills to career planning, course selection and career transition

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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:A	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.
Stane	dard B: Students will make decisions, set goals and take necessary action to achieve goals.
3	1 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.
1	□ 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.
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Stand	dard C: Students will understand safety and survival skills.
i	1 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.
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□ PS:C1 / De	monstrate the ability to set boundaries, rights and personal privacy.
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	ferentiate between situations requiring peer support and situations requiring adult professional help.
	ntify resource people in the school and community, and know how to seek their help.
☐ PS:C1.7 Ap	ply effective problem-solving and decision-making skills to make safe and healthy choices.
□ PS:C1.8 Le	arn about the emotional and physical dangers of substance use and abuse.
□ PS:C1.9 Lea	arn how to cope with peer pressure.
□ PS:C1.10 Le	arn techniques for managing stress and conflict.
☐ PS:C1.11 Le	arn coping skills and managing life events.

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UNIT 11.4 - Smart Goal -Post Secondary 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: SMART-POST SECONDARY GOAL ☐ 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				
Established Goals:	Essential Questions:			
Students will identify a post-secondary smart goal by applying knowledge of aptitudes and interests to goal settings	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?			
Enduring Understandings:	Content Knowledge and Skills:			
Learners will identify their post secondary goals. Self-assessment of interests, academic achievement and using problem solving	Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities			
, A	SSESSMENT			
Assessment / Performance Task: Student Self-Reflection, Counselor Input, Naviance Reports				
LEARNING PLAN				
Learning Activities:	Resources:			
Create a Smart Post -Secondary Goal (Naviance /Family Connections)	Naviance Family Connection/CromeBooks			
Instructional Strategies:	Differentiation Strategies:			
Naviance	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
- 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
☐ 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.B. 1.7 Become a sen 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 CCAREER 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:A1.1 Develop Career Awareness □ C:A1.1 Develop skills to locate, evaluate and interpret career information □ C:A1.1 Develop skills to locate, evaluate and interpret career information □ C:A1.1 Develop an awareness of personal abilities, skills, interests and motivations □ C:A1.1 Develop an awareness of personal abilities, skills, interests and motivations □ C:A1.2 Learn how to learn and every cooperatively in teams X C:A1.5 Learn and every compared and any cooperatively in teams X C:A1.6 Learn how to set goals X C:A1.7 Understand the importance of planning □ C:A1.8 Develop hobbies and vocational interests □ C:A1.1		
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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:B1.1 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		·
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 □ 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:A2 Develop E	mployment Readiness
 □ 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:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills
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 □ 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 		·
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 □ 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: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: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		
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 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:A2.9	Utilize time and task management skills
☐ 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:B1.2 Identify personal skills, interests and abilities and relate them to current career choice		
		· · · · · · · · · · · · · · · · · · ·
☐ C:B1.3 Demonstrate knowledge of the career planning process		
	□ C:B1.3	Demonstrate knowledge of the career planning process

. Х	C:B1.4 Know the various ways in which occupation can be classified
Х	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 Ide	ntify 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
Standar	C: Students will understand the relationship between personal qualities, education, training and the world of
	work.
	quire 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.
	oly 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.
PERS	DNAL/SOCIAL DEVELOPMENT
	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.
Standa	rd B: Students will make decisions, set goals and take necessary action to achieve goals.
	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.
Standaı	rd 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.	

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		
Established Goals:	Essential Questions:	
Students will build and/or update their resume.	 How do I create a resume? What components are important to include in a resume? Why do I need a resume for the college/ career process? 	
Enduring Understandings:	Content Knowledge and Skills:	
Students will learn their resume can enhance their acceptance into prospective colleges and/or universities.	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:	Resources:	
Super Match Activity (Naviance/ Family Connections)	Naviance Family Connections/Chromebooks	
Instructional Strategies:	Differentiation Strategies:	
Naviance	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

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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	

	Seek co-curricular and community experiences to enhance the school experience
□ A:C1.3	Understand the relationship between learning and work
	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
	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.	·
opportunition.	
CAREER DE	VEL OPMENT
	lents will acquire the skills to investigate the world of work in relation to knowledge of self and to make
informed career	
	areer Awareness
	Develop skills to locate, evaluate and interpret career information
	Learn about the variety of traditional and nontraditional occupations
	Develop an awareness of personal abilities, skills, interests and motivations
	Learn how to interact and work cooperatively in teams
	Learn to make decisions
	Learn how to set goals
	Understand the importance of planning
	Pursue and develop competency in areas of interest
	Develop hobbies and vocational interests
	Develop hobbles and vocational interests Balance between work and leisure time.
□ C:A1.10	Balance between work and leisure time.
C:A2 Develop En	nployment 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
	Utilize time and task management skills
Ctandoud D. Ct.	dente will understand anfaty and curvival ability
	dents will understand safety and survival skills
C:B1 Acquire Ca	
□ C:B1.1	Apply decision making skills to career planning, course selection and career transition

□ C:B1.3 □ C:B1.4 □ C:B1.5 □ C:B1.6 □ C:B1.7	Identify personal skills, interests and abilities and relate them to current career choice Demonstrate knowledge of the career planning process Know the various ways in which occupation can be classified Use research and information resources to obtain career information Learn to use the Internet to access career-planning information Describe traditional and nontraditional career choices and how they relate to career choice Understand how changing economic and societal needs influence employment trends and future training.	
C:B2 Identify Ca	reer Goals	
_	Demonstrate awareness of the education and training needed to achieve career goals.	
	Assess and modify their educational plan to support career.	
	Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.	
	Select coursework that is related to career interests.	
	Maintain a career-planning portfolio	
Standard C: Stu	idents will understand the relationship between personal qualities, education, training and the world of	
	rk.	
C:C1 Acquire Kı	nowledge to Achieve Career Goals.	
	Understand the relationship between educational achievement and career success.	
	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.		
	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.	
	Learn to work cooperatively with others as a team member.	
	Apply academic and employment readiness skills in work-based learning situations such as internships,	
	shadowing and/or mentoring experiences.	
PERSONAL	SOCIAL DEVELOPMENT	
	dents will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect 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.	

	A1.3 Learn the goal setting process.	
	A1.4 Understand change is a part of growth.	
i e	A1.5 Identify and express feelings.	
	A1.6 Distinguish between appropriate and inappropriate behavior.	
	A1.7 Recognize personal boundaries, rights and privacy needs. A1.8 Understand the need for self-control and how to practice it.	
	A1.9 Demonstrate cooperative behavior in groups.	
F .	A1.10 Identify personal strengths and assets.	
	A1.11 Identify and discuss changing personal and social roles.	
E .	A1.12 Identify and recognize changing family roles.	
B	re Interpersonal Skills	
□ PS	A2.1 Recognize that everyone has rights and responsibilities.	
□ PS	A2.2 Respect alternative points of view.	
	A2.3 Recognize, accept, respect and appreciate individual differences.	
B .	A2.4 Recognize, accept and appreciate ethnic and cultural diversity.	
	A2.5 Recognize and respect differences in various family configurations.	
1	A2.6 Use effective communication skills.	
	A2.7 Know that communication involves speaking, listening and nonverbal behavior. A2.8 Learn how to make and keep friends.	
L 173	A2.6 Learn flow to make and keep mends.	
	cudents will make decisions, set goals and take necessary action to achieve goals.	
	iowledge Application B1.1 Use a decision-making and problem-solving model.	
	:B1.2 Understand consequences of decisions and choices.	
	B1.3 Identify alternative solutions to a problem.	
į.	B1.4 Develop effective coping skills for dealing with problems.	
	B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions.	
	B1.6 Know how to apply conflict resolution skills.	
□ PS	B1.7 Demonstrate a respect and appreciation for individual and cultural differences.	
	B1.8 Know when peer pressure is influencing a decision.	
	B1.9 Identify long- and short-term goals.	
	B1.10 Identify alternative ways of achieving goals.	
	B1.11 Use persistence and perseverance in acquiring knowledge and skills.	
DPS	B1.12 Develop an action plan to set and achieve realistic goals.	
Standard C: Students will understand safety and survival skills.		
	e Personal Safety Skills	
•	C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	
ľ	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.
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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		
Established Goals: Students will complete the Brag Sheets for the College Process Part 1	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?	
Enduring Understandings:	Content Knowledge and Skills:	
Students will complete the Autobiographical Sketch, Parent Brag Sheet, Teacher Recommendation forms and Resume to assist their recommenders with writing their letters of recommendation.	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		
LE	LEARNING PLAN	
Learning Activities:	Resources:	
Super Match Activity (Naviance/ Family Connections)	Naviance Family Connections/Chromebooks	
Instructional Strategies:	Differentiation Strategies:	
Naviance	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		
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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

	dents will understand safety and survival skills
•	reer Information
	Apply decision making skills to career planning, course selection and career transition
	Identify personal skills, interests and abilities and relate them to current career choice
	Demonstrate knowledge of the career planning process
	Know the various ways in which occupation can be classified
	Use research and information resources to obtain career information
	Learn to use the Internet to access career-planning information
	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 Ca	reer 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: Stu	dents will understand the relationship between personal qualities, education, training and the world of
wo	
C:C1 Acquire Kr	rowledge to Achieve Career Goals.
	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 Skill	s to Achieve Career Goals.
	Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and
	career goals.
	Learn how to use conflict management skills with peers and adults.
	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., to	elephone number, home address, emergency contact)	
☐ PS:C1.2 Learn about the relationship between rules, laws, safet	y and the protection of individual rights.	
☐ PS:C1.3 Learn about the differences between appropriate and in	• • • • • •	
☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and pe		
☐ PS:C1.5 Differentiate between situations requiring peer support	· - · · · · · · · · · · · · · · · · · ·	
☐ PS:C1.6 Identify resource people in the school and community,		
☐ PS:C1.7 Apply effective problem-solving and decision-making sl	kills to make safe and healthy choices.	
☐ PS:C1.8 Learn about the emotional and physical dangers of sub	ostance 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.		

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	
Established Goals:	Essential Questions:
Students will participate in the scheduling assembly prepared exclusively for their rising grade level.	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?
Enduring Understandings:	Content Knowledge and Skilis:
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.	The scheduling assembly will help students make decisions, set goals and take the necessary actions to achieve their post-secondary goals.
j	ASSESSMENT
Assessment / Performance Task: Student self-reflection, review of presented material, counselor input	
LEARNING PLAN	
Learning Activities: Students will participate in the scheduling assembly.	Resources: PPT Presentation, projector
Instructional Strategies: To inform students, material regarding course selection, college and career information, and graduation requirements are provided by the Guidance Department.	Differentiation Strategies: Additional appointments 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

- 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 cu 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 informatio □ C:B1.6 Learn to use the Internet to access career-planning information □ C:B1.7 Describe traditional and nontraditional career choices and how the □ C:B1.8 Understand how changing economic and societal needs influence 	on y relate to career choice
C:B2 Identify Career Goals	
☐ C:B2.1 Demonstrate awareness of the education and training needed to a	chieve career goals
X C:B2.2 Assess and modify their educational plan to support career.	Silicite career goals.
☐ C:B2.3 Use employability and job readiness skills in internship, mentoring,	shadowing and for other work experience
☐ C:B2.4 Select coursework that is related to career interests.	shadowing and for other work experience.
☐ C:B2.5 Maintain a career-planning portfolio	
Standard C: Students will understand the relationship between personal qualit work.	ies, education, training and the world of
C:C1 Acquire Knowledge to Achieve Career Goals.	
X C:C1.1 Understand the relationship between educational achievement and	d career success.
☐ C:C1.2 Explain how work can help to achieve personal success and satisfa	
☐ C:C1.3 Identify personal preferences and interests influencing career choice	
☐ C:C1.4 Understand that the changing workplace requires lifelong learning	
☐ 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 pers	onal expression.
C:C2 Apply Skills to Achieve Career Goals.	
X C:C2.1 Demonstrate how interests, abilities and achievements relate to ac	hieving 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 less shadowing and/or mentoring experiences.	arning situations such as internships,

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.
1	□ 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.
1	☐ 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.
l	□ PS:C1.9 Learn how to cope with peer pressure.
	☐ PS:C1.10 Learn techniques for managing stress and conflict.
l	□ PS:C1.11 Learn coping skills and managing life events.
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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.

DES	IRED RESULTS
Established Goals:	Essential Questions:
Mid -Year/Scheduling Conference	 What schedule choices should I make? What graduation requirements do I need to fulfill this year? How do my grades affect the classes I can choose? What areas do I excel in academically? What subject do I need to improve?
Enduring Understandings:	Content Knowledge and Skills:
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.	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.
Α	SSESSMENT
Assessment / Performance Task: Student Self Reflection, Teacher Recommen	ndations 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
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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:C1.2 Seek co-curricular and community experiences to enhance the school experience
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□ 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: Stu	idents will understand safety and survival skills
•	areer Information
	Apply decision making skills to career planning, course selection and career transition
	Identify personal skills, interests and abilities and relate them to current career choice
	Demonstrate knowledge of the career planning process
	Know the various ways in which occupation can be classified
	Use research and information resources to obtain career information
	Learn to use the Internet to access career-planning information
	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 Ca	
□ C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals.
	Assess and modify their educational plan to support career.
	Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
	Select coursework that is related to career interests.
□ C:B2.5	Maintain a career-planning portfolio
	dents will understand the relationship between personal qualities, education, training and the world of
Wo	
-	nowledge to Achieve Career Goals.
	Understand the relationship between educational achievement and career success.
	Explain how work can help to achieve personal success and satisfaction.
	Identify personal preferences and interests influencing career choice and success.
	Understand that the changing workplace requires lifelong learning and acquiring new skills.
	Describe the effect of work on lifestyle.
	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.
	s to Achieve Career Goals.
X C:C2.1	Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and
	career goals.
	Learn how to use conflict management skills with peers and adults.
	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.

	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.
Standa	rd B: Students will make decisions, set goals and take necessary action to achieve goals.
	Self-Knowledge Application
0.1	□ 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.

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	
Established Goals: College Process Part 2	Essential Questions: 1. What is the College Process Part 2?
Enduring Understandings:	Content Knowledge and Skills:
Guidance Counselors will present information to the Junior Class regarding the College Process Part 2.	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.
A	SSESSMENT
Assessment / Performance Task: Student Self -Reflection, Counselor Input, Naviance Reports	
L E	ARNING PLAN
Learning Activities:	Resources:
College Process Part 2- Info Session (Naviance /Family Connections)	College Process Part 2 Information Naviance Family Connections/Chromebooks
Instructional Strategies: College Process Part 2 Information / Naviance	Differentiation Strategies: Extended time when 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
☐ 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.D I.7 Decome a sen directed and independent reamer.
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	Demonstraté 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
	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.
	Understand how school success and academic achievement enhance future career and vocational opportunities
	VELOPMENT dents will acquire the skills to investigate the world of work in relation to knowledge of self and to make
informed career	·
	Career Awareness
	Develop skills to locate, evaluate and interpret career information
	Learn about the variety of traditional and nontraditional occupations
	Develop an awareness of personal abilities, skills, interests and motivations
	Learn how to interact and work cooperatively in teams
	Learn to make decisions
X C:A1.6	Learn how to set goals
	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:A1.1	0 Balance between work and leisure time.
	mployment Readiness
	Acquire employability skills such as working on a team, problem-solving and organizational skills
	Apply job readiness skills to seek employment opportunities
	Demonstrate knowledge about changing workplace
	Learn about the rights and responsibilities of employers and employees
	Learn to respect individual uniqueness in the workplace
	Learn how to write a resume
	Develop a positive attitude toward work and learning
	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
X C:A2.9	Utilize time and task management skills
	udents will understand safety and survival skills

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

X C:B1.3 □ C:B1.4 X C:B1.5 X C:B1.6 □ C:B1.7	Identify personal skills, interests and abilities and relate them to current career choice Demonstrate knowledge of the career planning process Know the various ways in which occupation can be classified Use research and information resources to obtain career information Learn to use the Internet to access career-planning information Describe traditional and nontraditional career choices and how they relate to career choice Understand how changing economic and societal needs influence employment trends and future training.
C:B2 Identify Ca	areer Goals
_	Demonstrate awareness of the education and training needed to achieve career goals.
	Assess and modify their educational plan to support career.
	Use employability and job readiness skills in internship, mentoring, shadowing and /or other work experience.
1	Select coursework that is related to career interests.
□ C:B2.5	Maintain a career-planning portfolio.
ł	udents will understand the relationship between personal qualities, education, training and the world of
	ork.
	nowledge to Achieve Career Goals.
	Understand the relationship between educational achievement and career success.
	Explain how work can help to achieve personal success and satisfaction. Identify personal preferences and interests influencing career choice and success.
	Understand that the changing workplace requires lifelong learning and acquiring new skills.
	Describe the effect of work on lifestyle.
	Understand the importance of equity and access in career choice.
	Understand that work is an important and satisfying means of personal expression.
	Is to Achieve Career Goals.
	Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and
X 0.02.1	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.
Standard A: Stu sel PS:A1 Acquire □ PS:A	/SOCIAL DEVELOPMENT Idents will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect f and others. Self-Knowledge 1.1 Develop positive attitudes toward self as a unique and worthy person. 1.2 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:C1.5 □ PS:C1.6 □ PS:C1.7	Demonstrate the ability to set boundaries, rights and personal privacy. Differentiate between situations requiring peer support and situations requiring adult professional help. Identify resource people in the school and community, and know how to seek their help. Apply effective problem-solving and decision-making skills to make safe and healthy choices. Learn about the emotional and physical dangers of substance use and abuse.
□ PS:C1.9 □ PS:C1.1	Learn how to cope with peer pressure. 0 Learn techniques for managing stress and conflict. 1 Learn coping skills and managing life events.

UNIT 11.10 Post Test 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 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: POST TEST** ☐ 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 Utilize 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.

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

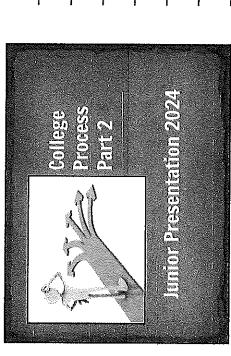
	□ A:A1.4 Accept mistakes as essential to the learning process
	X A:A1.5 Identify attitudes and behaviors that lead to successful learning
A:A2	Acquire Skills for Improving Learning
	□ A:A2.1 Apply time-management and task management skills
	□ A:A2.2 Demonstrate how effort and persistence positively affect 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
Stand	ard B: Students will complete school with the academic preparation essential to choose from a wide range of
	antial postsecondary options, including college.
	mprove 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
Stand	ard C: Students will understand the relationship of academics to the world of work and to life at home and in the unity
	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
	· -

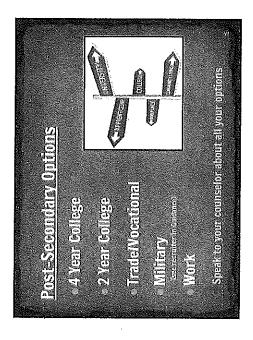
□ A:C1.4	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
	Understand that school success is the preparation to make the transition from student to a community member. Understand how school success and academic achievement enhance future career and vocational opportunities.
	VELOPMENT
Standard A: Stu- informed career	dents will acquire the skills to investigate the world of work in relation to knowledge of self and to make
	areer Awareness
-	Develop skills to locate, evaluate and interpret career information
	Learn about the variety of traditional and nontraditional occupations
	Develop an awareness of personal abilities, skills, interests and motivations
	Learn how to interact and work cooperatively in teams
	Learn to make decisions
	Learn how to set goals Understand the importance of planning
	Pursue and develop competency in areas of interest
	Develop hobbies and vocational interests
	D Balance between work and leisure time.
_	mployment Readiness
	Acquire employability skills such as working on a team, problem-solving and organizational skills
	Apply job readiness skills to seek employment opportunities
	Demonstrate knowledge about changing workplace
	Learn about the rights and responsibilities of employers and employees Learn to respect individual uniqueness in the workplace
	Learn how to write a resume
	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
	idents will understand safety and survival skills
•	areer Information
	Apply decision making skills to career planning, course selection and career transition Identify personal skills, interests and abilities and relate them to current career choice
	Demonstrate knowledge of the career planning process
	Know the various ways in which occupation can be classified

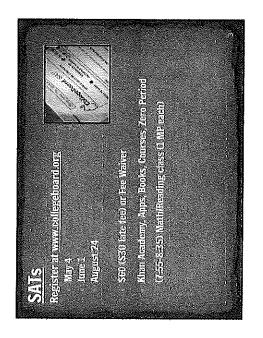
 □ PS:A1.6 Distinguish between appropriate and inappropriate behavior. □ PS:A1.7 Recognize personal boundaries, rights and privacy needs. □ PS:A1.8 Understand the need for self-control and how to practice it. □ PS:A1.9 Demonstrate cooperative behavior in groups.
 □ PS:A1.10 Identify personal strengths 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.
□ 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:C1.4 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.
1 c.c. 1.0 Monthly recounted people in the deficient and definitionity, and when their tests

☐ 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	ł.
□ 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 o	ıf
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 respe	∍ct
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	7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
	B Learn about the emotional and physical dangers of substance use and abuse.
□ PS:C1.9	Elearn how to cope with peer pressure.
□ PS:C1.1	10 Learn techniques for managing stress and conflict.
□ PS:C1.	I1 Learn coping skills and managing life events.







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:											

Lerrers of Recommendation

Who Will You Asi*C* (One Month Notice-Start Thinking!) · Major: Growth as a Student etc.

Ask the Person HRST, then send request via Naviance Letters should be posted by October 1 (Early Action)

What to Prepare (Brag Sheefs)
Teacher Recommendation Form
Authing-raphical Sheat
Parent Brag Sheat
Activity Sheet Resumer (Naviance)
Undate Resumer-Auti Summer ProgramsInternships

rr counsélor vill prepare à written evaluation to all colleges that lifre a counselor letter



HOUNTHON TIPPLICATION

What is the common app?

To use or mot to use, ,

that is the question you are to ask your guidance counselor. Application will be ready to use August 1st Youmay create an account and complete your profile before 81112

Comment two Promots

- COMPLETE Common App. Prompts Posted on the site (SUMMER)
- Display Creative Thought-Stand Out
 Have a Teacher Proofread Your Typed Copy



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ACT - Consider Taking

Register- actorg
April. Inne. July 2024
S6775 with Essay • \$53 without Essay or Fee Waiver
Prepare-Practice tests-Landing page. Navigation Tubrials
Section Redissing
Super-Score (Litepin2)
Faster Kesnits (8 days)



जिल्लास्य निर्माणाड



Academic Skills (Rank/GPA/Rigor/SAT Scores) Major/Dourse of Study

Location

Afineries (ANGAE) Menviries

Finances (*EDF-Applies to NJ Schools only)

EL STERS

(top 15% of students identified by BHS)

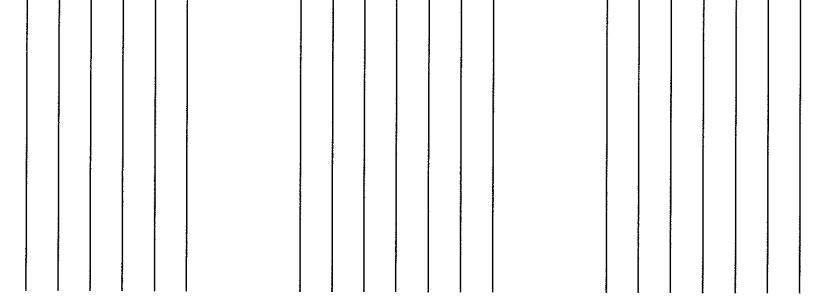
College Search

Visit Schools, attend Gollege Fairs andlor Virtual Tours

- Oteste a List of 3-5 Schools Consider Factors (GPA, SAT, Deadlines, etc.) Select a range Safety, Target, and Reach Addyour school to Tolleges I'm Tanking Apout" Namero Establish a Timeline (Ec. Oct. 1-Dec. 1) to apply

Consider Early Action-Capply early and receive a decision early – not-binding)

Take Advantage of On-Sites At BHS: Must Weet Criteria



WHERE TO BEGIN.

Wisittour in person or virtual- prospective Panelles colleges/universities.

Select schools that you have the creitentials to apply to.

SATIGEA, etc.)

Safe, Target, Reach (By Virtu





MEXIC

Register for tests: SATACI Complete Counsalor and Teacher Brag Sheets

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

Common App CCD: Write Prompt & Complete Profile by Aug. 1, 2024 You may NOT add any schools to your CA until AFTER 811124

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

UPDATE RESUME Consider Summer Programs, Internships, 100



		WHITE I	

माधानिया गत

BHS Presentation: Fall 2024-TBA
 HESAA: www.HESAA.org
 FAFSA: www.studentaid.ed.gov
 Tax Transcripts: www.irs.gov
 Scholarships: Naviance







- Cate Your Camer List
 District correct that metal your interes
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Premption Your Chings Ltd.
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facility and lastly spirit a post lastly yet.
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Note that yet a purity yet.

- Duild Your Collator List
 Find two or Transports colivers that interest you,
 filters there are some
 filters there are the filter than 15 or pass prome your

- - (a) Apply to Callages
 Associated by the callades provious to street.
 Association to the second company of the c

Service Learning

Main Office for service learning See the Secretary in the 20 Hours Required for Graduation information and reas.

There Are 11 Primary Application Factors That Admissions Committees Consider

Rigor of Curriculum **VIP GPA/Class Rank** Status/Recruited **Athlete** SAT/ACT Socioeconomics **SAT Subject Tests Authenticity** Demonstrated Interest To Attend Extra-Curricular Resume Campus or Alumni **Application Essays** Interview Letters of Recommendation



Bayonne High School Guidance Department Student Checklist - PART I

CHECKLIST: PART I

Register for SAT/ACT	Complete Service Learning	Autobiographical Sketch	Resume	Parent Brag Sheet	

NAVIANCE

Colleges I am thinking of(3-5)	
Super Match	द्या इत्ड
Resume	
Naviance Goal - Post Secondary	
Modules & Pre-Test/Post-Test	

Date:	
Student's Name:	
ID Number:	HR:

COLLEGE PROCESS PART I

SAT -REGISTER	☐ Application Essay/Personal
☐ Visits www.collegeboard.org to register for March, May*, June*, August, October*, November,	□ Letters of Recommendation □ Demonstrated interest to attend school
BHS Code: 310060-Site Code 31-124 Beware of deadlines!	Inps□ Visit/Take Virtual Tours□ Create a Google Calendar for CollegeVisits and information.
☐ \$60 or ree walver =2 - REG lests + unlimited Score Reports ☐ REGISTER ASAP FOR A SEAT @ BHS	COUNSELOR RECOMMENDATION
Prepare □ Khan Academy, Apps, Books, Courses, BHS Period 0 Class	Activity Sheet/ResumeAutobiographical SketchParent Brag Sheet
Consider The ACT ☐ Visit www.actstudent.org to	FINANCIALAID
register \$67.75 (essay) \$53 (No Essay) or fee waiver	□ Presentation at BHS in fall□ More details College Process Part II Hesaa.org
SERVICELEARNING	NAVIANCE
☐ 20 hours Required for Graduation ☐ See secretary in the Main Office for information re: Service Learning	Login with CleverColleges I'm Thinking AboutSuper Match
COLLEGESTARE	
.2	
☐ Z year college ☐ Trade/Vocational ☐ Military	
□ Work	
<u>n</u>	
Location	
Explores (*EOF) Applies to NJ Schools	
Rigor of Curriculum Extra Curricular Resume	

Spring/Summer "To Do List" / "Responsibilities"

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

Letters of Recommendations ᆿ

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.

Personal Statement / Essay III.

Must be proofread

Using Common Application IV.

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

Plan now for summer >

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

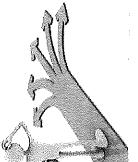
Applying on college websites VI.

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

Complete "10" Service Learning Hours VIII.

"Required for graduation"





VII. Resume

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

Naviance

"Match and Fit"

Match →

Post 3 to 5 schools on "Colleges I'm thinking about"

(Match =SAT score and GPA)

Fit

个

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"



- I
Autobiographical Sketch
tudent's Name:iounselor's Name:
ear:
he responsibility of your counselor in preparing the "Secondary School Report" for colleges

giving me an honest estimation of yourself: what you have done, and what you have left to and universities is to provide a summary of your academic and extracurricular achievement. Conveying your "unique" qualities is not an easy task. Therefore, I would appreciate you l also present some sense of your promise for further personal intellectual growth.

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. Write about yourself. Give background information so that colleges learn about who you are.

What courses in high school did you do your best in? Why? 'n

3. Which courses have given you the most difficulty?

Autobiographical Sketch

What are you most interested in studying in college and why? 4Discuss one or more experiences which illustrate your passion for a hobby, activity, sport or academic discipline, or other responsibilities you carried through high school? ιγ

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. ø.

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 what you learned from your various involvements. Tell me what you contributed. include all school and community activities as well as work experience. Describe How have you made an impact either in your school or community? **

Autobiographical Sketch

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

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? ġ

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).

- ن ب

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).

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?

Parent Feedback Form

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

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

What do you consider to be your child's best personality traits? What should the whole world know about him/her?

If you had to describe your child with five adjectives, what would they be? 2

In what areas has your son/daughter shown the most development and growth during the high school years? ω.

What do you consider unique accomplishments of your son/daughter over the past three years? 4

Bayonne High School Guidance Dept.

COLLEGE APPLICATION BRAG SHEET

Student Name:	Counselor:	or:			
Student I.D. Number:	HR:	 			·
To the Student: Please list all activities in which you have been ACTIVELY involved. Check (V) the box the appropriate grade(s). If you held office, indicate your title under the appropriate year instead of a "V Do not use an acronum if possible, i.e., NHS - write National Honor Society, etc.	tave been ACTIVELY i tritle under the appr ional Honor Society, e	l'involved. propriate y etc.	w	Check ($'$) the box for ar instead of a " $'$ ".	ox for "\".
School Activities (Sports, Clubs, Org's)	開鍵	21 11 01 6	10	11	12
			·	-	·
Special Honors/Awards 9 10 11 12		6	10	11	12
	The state of the s				
SEE SUISTING SOFTWINESS (SEE BESSEL)					
Le jobs, summer programs, volnuteer & community activities	Set I	Ô	10		12
What are your possible college majors and career plans after college?	lans after college?				
				-	
Describe in detail what activity, organization, sport, outside activity, or employment has had the most impact on you.	t, outside activity. o	or emplo	vment	has hac	the
		177777747474		-	-
	And in the contract of the con				-
					-
Briefly describe yourself as your best friend might describe you?	describe you?			AAAAAAA TTTTTATATATA	
				-	

Student Signature:

BHS GUIDANCE PASS

JUNIOR COLLEGE PROCESS Part 1

PLEASE EXCUSE STUDENT AT TIME SPECIFIED	lent:	BRING YOUR CHARGED CHROMEBOOK Please report to the Guidance Department for an interview/meeting as follows:	Period/Time:	tudent Left) Counselor's Signature (Time Student Left)	STUDENT- MUST BRING THIS PASS WITH YOU!		BHS GUIDANCE PASS	JUNIOR COLLEGE PROCESS Part 1	PLEASE EXCUSE STUDENT AT TIME SPECIFIED	ent:	BRING YOUR CHARGED CHROMEBOOK Please report to the Guidance Department for an interview/meeting as follows:
	Student:	<i>IG YOUR</i> C e Guidance D		I (Time Student Left)	ENT- MUST BR		BHS	JUNIOR CO		Student:	G YOUR C e Guidance D
DEAR TEACHER:	HR#	<i>BRIN</i> Please report to th	Date:	Teacher's Signature	STUDI				DEAR TEACHER:	HR#	<i>BRIN</i> Please report to the

(Time Student Left)

Counselor's Signature

(Time Student Left)

Teacher's Signature

Date:

Period/Time:

STUDENT- MUST BRING THIS PASS WITH YOU!