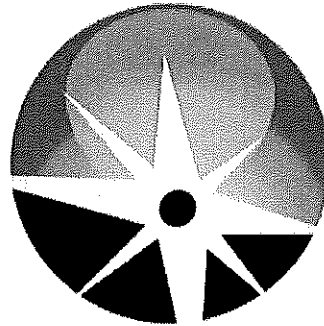


BAYONNE BOARD OF EDUCATION

SCHOOL COUNSELING DEPARTMENT

GRADE 12 CURRICULUM



NAVIANCE
College & Career Planning

GRADE 12

UNIT 12.1 College Process Part 3

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: 12.1 College Process Part 3

- ☐ 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 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	
<p><u>Established Goals:</u></p> <p>Senior-College Process Part 3</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is the College Process Part 3? 2. What are my post-secondary goals? 3. What are my career and college interests? 4. How do I communicate the necessary information to post-secondary options and employers?
<p><u>Enduring Understandings:</u></p> <p>Seniors will utilize the Naviance program to list prospective schools in the "Colleges I'm Applying To" tab and apply to their schools via the Naviance platform. Counselors will inform students about College/University Onsites and Information sessions as well as scholarships offered either locally or within the Naviance program.</p>	<p><u>Content Knowledge and Skills:</u></p> <p>Seniors will apply to their college or career choice.</p>
ASSESSMENT	
<p>Assessment / Performance Task:</p> <p>Student Self-Reflection, Academic Records and Standardized Testing (when required), Naviance Reports</p>	
LEARNING PLAN	
<p>Learning Activities:</p> <p><i>Naviance/Family Connections, College Process Part 3 Rubric and the PowerPoint Presentation</i></p>	<p>Resources:</p> <p>Naviance Family Connections/Chromebooks</p>
<p>Instructional Strategies:</p> <p>Naviance</p>	<p>Differentiation Strategies:</p> <p>Additional appointments as needed</p>

ASCA National Standards

ACADEMIC DEVELOPMENT

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

A:A1 Improve Academic Self-Concept

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

A:A2 Acquire Skills for Improving Learning

- X 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
- 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
- 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

- X A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- ☐ A:B2.6 Understand the relationship between classroom performance and success in school
- X A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community

A:C1 Relate School to Life Experiences

- ☐ A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- X A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- ☐ A:C1.3 Understand the relationship between learning and work
- ☐ A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- 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

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

C:A2 Develop Employment Readiness

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

- ☐ C:A2.7 Develop a positive attitude toward work and learning
- ☐ C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- ☐ C:A2.9 Utilize time and task management skills

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

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

C:B2 Identify Career Goals

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

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals.

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

C:C2 Apply Skills to Achieve Career Goals.

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

PERSONAL/SOCIAL DEVELOPMENT

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

PS:A1 Acquire Self-Knowledge

- ☐ PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ 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.
- X PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.

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

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.
- ☐ PS:C1.6 Identify resource people in the school and community, and know how to seek their help.
- ☐ PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 12

Unit 12.2 Mid Year Conference (Graduation Status)

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: 12.2 Mid Year Conference (Graduation Status)

- ☐ 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.
- 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.
- X CRP10 Plan education and career paths aligned to personal goals.
- X CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> <p>Mid Year Conference</p>	<u>Essential Questions:</u> <p>1. Am I on track to graduate? 2. Is my Naviance account up to date?</p>
<u>Enduring Understandings:</u> <p>A review of the student's graduation requirements and academic record will be conducted.</p> <p>Students will review their college and career plans to determine if they have completed applying to their schools on the Naviance platform.</p>	<u>Content Knowledge and Skills:</u> <p>The Mid Year Conference will consist of a review of the student's academic record, graduation status, and how they are progressing with their college/ career plans</p>
ASSESSMENT	
Assessment / Performance Task: <p>Student Self-Reflection, Counselor Input, Naviance</p>	
LEARNING PLAN	
Learning Activities: <p>Mid Year Conference</p>	Resources: <p>Naviance /Family Connections, Chromebook, and Academic Records</p>
Instructional Strategies: <p>Naviance</p>	Differentiation Strategies: <p>Additional appointments as needed</p>

ACADEMIC DEVELOPMENT

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

A:A1 Improve Academic Self-Concept

- X A:A1.1 Articulate feelings of competence and confidence as learners
- ☐ A:A1.2 Display a positive interest in learning
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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
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A:A3 Achieve School Success

- ☐ A:A3.1 Take responsibility for their actions
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- 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
- 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
- ☐ A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- ☐ A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- X A:B2.6 Understand the relationship between classroom performance and success in school
- ☐ A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community

A:C1 Relate School to Life Experiences

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

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

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

Standard B: Students will understand safety and survival skills

C:B1 Acquire Career Information

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

C:B2 Identify Career Goals

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

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals.

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

C:C2 Apply Skills to Achieve Career Goals.

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

PERSONAL/SOCIAL DEVELOPMENT

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

self and others.

PS:A1 Acquire Self-Knowledge

- ☐ PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.
- ☐ PS:A1.2 Identify values, attitudes and beliefs.
- ☐ 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.
- X PS:B1.10 Identify alternative ways of achieving goals.
- X PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- X PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- ☐ PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ☐ PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of individual rights.
- ☐ PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact.
- ☐ PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.
- ☐ PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.
- ☐ PS:C1.6 Identify resource people in the school and community, and know how to seek their help.
- ☐ PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.

GRADE 12

UNIT 12.3 Senior Exit Survey

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: 12.3 Senior Exit Survey

- 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
- X 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
- X CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9 Model integrity, ethical leadership and effective management.
- X CRP10 Plan education and career paths aligned to personal goals.
- ☐ CRP11 Use technology to enhance productivity.
- ☐ CRP12 Work productively in teams while using cultural global competence.

DESIRED RESULTS	
<u>Established Goals:</u> Students will complete the Senior Exit Survey.	<u>Essential Questions:</u> 1. What are my postsecondary goals? 2. What financial awards have I obtained?
<u>Enduring Understandings:</u> Students will identify their post-secondary choice. They will list any financial awards and/or aid received.	<u>Content Knowledge and Skills:</u> Completing the Senior Exit Survey ensures the student's final transcript will be processed correctly.
ASSESSMENT	
Assessment / Performance Task: Student self-reflection, Counselor input, Naviance Activity	
LEARNING PLAN	
Learning Activities: Senior Exit Survey	Resources: Naviance Family Connections/Chromebooks
Instructional Strategies: Naviance	Differentiation Strategies: Extra time as needed

ASCA National Standards

ACADEMIC DEVELOPMENT

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

A:A1 Improve Academic Self-Concept

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

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

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

A:B2 Plan to Achieve Goals

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

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

- ☐ C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- X 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
- X 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

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

C:B2 Identify Career Goals

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

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals.

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

C:C2 Apply Skills to Achieve Career Goals.

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

PERSONAL/SOCIAL DEVELOPMENT

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

PS:A1 Acquire Self-Knowledge

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

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

PS:A2 Acquire Interpersonal Skills

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

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

PS:B1 Self-Knowledge Application

- ☐ PS:B1.1 Use a decision-making and problem-solving model.
- ☐ PS:B1.2 Understand consequences of decisions and choices.
- ☐ PS:B1.3 Identify alternative solutions to a problem.
- ☐ PS:B1.4 Develop effective coping skills for dealing with problems.
- ☐ PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions.
- ☐ PS:B1.6 Know how to apply conflict resolution skills.
- ☐ PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.
- ☐ PS:B1.8 Know when peer pressure is influencing a decision.
- ☐ PS:B1.9 Identify long- and short-term goals.
- ☐ PS:B1.10 Identify alternative ways of achieving goals.
- ☐ PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.
- ☐ PS:B1.12 Develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

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

- ☐ PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.
- ☐ PS:C1.6 Identify resource people in the school and community, and know how to seek their help.
- ☐ PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ☐ PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.
- ☐ PS:C1.9 Learn how to cope with peer pressure.
- ☐ PS:C1.10 Learn techniques for managing stress and conflict.
- ☐ PS:C1.11 Learn coping skills and managing life events.



BHS/ Senior COLLEGE PROCESS PART 3

Finalize your List of Schools

Research the admissions criteria for your prospective schools. You can find this information on the COLLEGE/UNIVERSITY WEBSITES and Naviance

Common App Schools

Colleges must be added to your Common App application list (on the Common App Website) www.commonapp.org

The Common Application



The 2023-24 Common Application opened August 1st

Step 1- Create an account on the Common Application website.

<https://www.commonapp.org/>

Step 2 - You must enter your high school information, add at least one college to your College List, and sign the FERPA release authorization before you can match your Common App to Naviance.

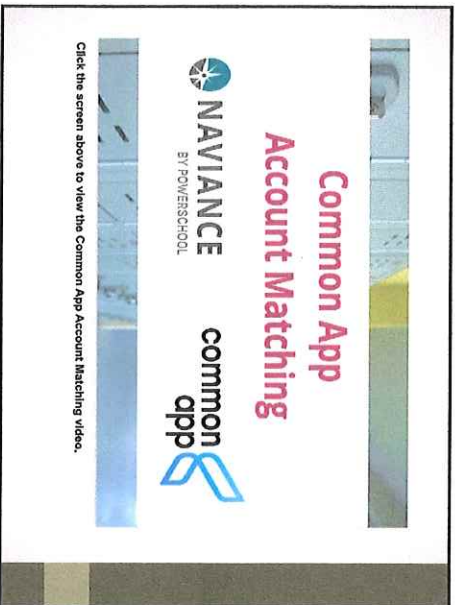
NAVIANCE is where you will **MANAGE** your college applications this year

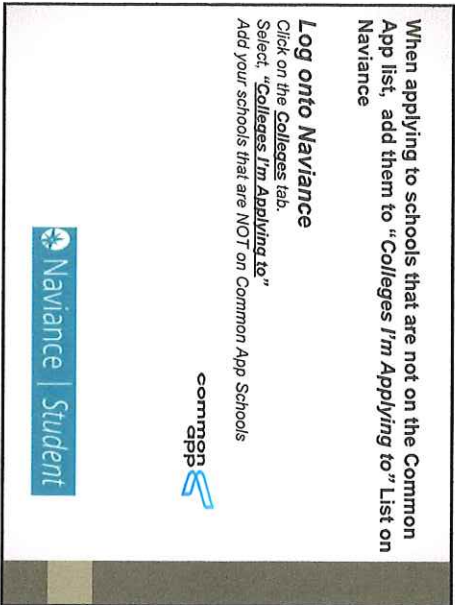
Log onto Naviance

- ❖ Click on the Colleges tab.
- ❖ Select the pink banner on top that says "Match your Accounts"
- ❖ Follow the steps to sync your Common App to Naviance

Note:

***SIGN THE FERPA WAIVER AND ADD AT LEAST ONE SCHOOL on THE COMMON APP TO SYNC YOUR ACCOUNTS**





Adding Colleges

- Click on the “Colleges” tab toward the top of the Naviance Home Page

- Click on the “Colleges I’m Applying To”

- Click on the +

Step 1-Select the college you are applying to

- Choose application Type (EX: Regular Decision, Rolling Admissions, or Early Decision)
- Select I’ll submit my application-
Via Common App. OR Directly to the Institution
- Click, “Add Application “

It is important to update your information as you are applying to your prospective schools

- **Click on the pencil(edit) icon:**

- Choose application Type (EX: Regular Decision, Rolling Admissions, or Early Decision)
- Select I’ll submit my application-
Via Common App OR Directly to the Institution

SAVE YOUR CHOICES

Once you have submitted your application(s) follow these steps to update your information

- ✓ **Step 1-**After you submit your application(s) select “Colleges I am Applying to”
Click **Pencil/Edit** and select “I’ve submitted my application”
Then click the words “**SAVE COLLEGE APPLICATION**”

- ✓ **Step 2-**Select Manage Transcripts
Click on **+**

Select college application transcript
Select the type of transcript (initial) and where you are sending it

- ✓ **Notify your counselor as soon as you submit your application**

Note: TEACHER RECOMMENDATIONS CANNOT BE SUBMITTED TO YOUR SCHOOLS UNTIL THIS STEP IS COMPLETED

2023-2024 Common App Essay Prompts

1. Some states have a background, identify, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, issue, or trend you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

How to request a Letter of Recommendation From a teacher:

Make an informal request in person or by email

[Click Colleges-Home](#)

Under-Apply to Colleges-Click "Letters of Recommendation"

Click the add requests

1. Select the teacher from the drop-down menu

2. Choose which colleges the request is for

3. Include a personal note

Repeat steps to request additional teachers.

Watch the following video for detailed instructions.

Letter of Recommendation Requests



Click the screen above to view the Common App Account Matching video.

When a Teacher requests a Brag Sheet

Go to www.bboed.org
Select *Departments*
Select *School Counseling/Student Personnel Services*
On the right side in *College Corner*
Select *College Process*

Teacher and/or Counselor Brag Sheets can be found on this site.

Note: Brag Sheet information was shared with you by your counselor in June.

Send Test Scores to Colleges

Colleges want your ACT and SAT scores sent directly from ACT and/or The College Board.

ACT - www.actstudent.org
SAT - www.collegeboard.com



Follow the instructions to have your scores sent to the colleges you are applying to.

SAT Phone Number-866-756-7346
ACT Phone Number-319-337-1270



If you are planning to participate in Division 1 or 2 Schools at the college level you must register with the NCAA Eligibility Center.

Please speak with your coach
and Mr. Rodney Wilson who will assist you
with the NCAA process for your sport.
You may contact Mr. Wilson by emailing him
rwilson@bboed.org



Scholarships

There are a vast amount of scholarships for high school seniors. You should take advantage of scholarships that are offered such as the College Board Opportunity Scholarship. (See Video)



Scholarships Con't



- Search online for scholarships that may be appropriate for you.
- Naviance has a Scholarship Section. Visit this site for scholarship opportunities.
- Your counselor will inform you when local scholarships are offered throughout the school year.



Admissions Decisions

To enter admissions decisions:



- Click on the "Colleges" tab toward the top of the Naviance home page
- Click on the "Colleges I'm Applying To" link
- Click on the pencil icon next to each college in your list to open the edit screen
- In the drop down menu next to "Result," choose your admissions decision (i.e. accepted, denied, waitlisted, deferred) for each school.



IMPORTANT REMINDERS

Plan ahead to meet college/university deadlines for submission of applications.

Check that your "Colleges I'm Applying to," list is up-to-date.

Notify your Counselor as soon as applications are submitted

Understand Teachers and Counselors need approximately 3-4 weeks to prepare your letter of recommendation.

Make an appointment with your counselor when questions arise.



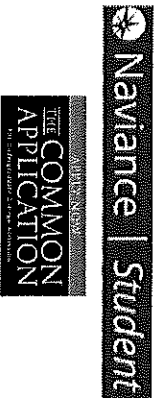


Note: Counselors are not able to process applications or write letters of recommendation requested on the day it is due.

YOU MUST PLAN AHEAD!



College Application Checklist

(Revised 8/1/2023)

Task	Timeframe	Where
<p><u>Applying to colleges that use the Common Application (CA)</u> Create an account on the Common Application website. https://www.commonapp.org/</p> <p><input type="checkbox"/> You must enter your high school information, add at least one college to your My Colleges List, and sign the FERPA release authorization to be able to Match your CA with Naviance.</p>	The start of the college application season (after August 1 st)	
<p>Match your Common App Account to your Naviance Student account.</p> <p><input type="checkbox"/> Log onto Naviance Student, from the Colleges tab, click the "Colleges I Am Applying to" list. The Common App Matching box will be at the top of this page.. Colleges will sync to your Naviance Student account automatically.</p> <p>Please watch the video posted by your counselor</p>	After you create your Common App Account	
<p>Add Non -Common App Colleges to the Colleges I Am Applying to List</p> <p>Log onto Naviance Student, click the Colleges tab, and add colleges to the "Colleges I Am Applying to" list for all non-Common App schools.</p> <p><input type="checkbox"/> Once you have submitted your application follow these steps to update your submission:</p> <ul style="list-style-type: none"> • In the "Colleges I am applying to" list click the "EDIT" link • Click I have submitted my Application • Click how you submitted your application, (i.e. Via Common App.) • Click SAVE COLLEGE APPLICATION 	Ongoing	
<p>Request transcripts for all destination types in Naviance Student</p> <p><input type="checkbox"/> Click "Request transcripts" on the right side under Match Accounts in the Colleges tab. Select which colleges should receive your transcript(s).</p>	Ongoing	
<p>Request teachers to write the letter of recommendation</p> <p>Click "Letters of Recommendations" under the Colleges tab in the Apply to Colleges menu. Click the add requests link. Select the teacher that has agreed to write a recommendation letter on your behalf from the drop-down menu as well as for which college(s). Repeat for additional teachers.</p> <p><input type="checkbox"/></p>	Ongoing	

BAYONNE HIGH SCHOOL

Guidance Department

POSSIBLE QUESTIONS TO ASK THE UNIVERSITY, COLLEGE, TRADE SCHOOL ADMISSION REPRESENTATIVES

1. Where is the school located? Does it serve a commuter population?
2. What is the price of tuition per semester or academic year?
3. What type of on-campus housing is available and how much does it cost? Is housing guaranteed for 4 years of college?
4. What financial aid, scholarship, or student loans can you apply for?
5. If you have a particular major in mind, always ask whether or not a college offers it?
6. How well established is a school's career placement office?
7. What type of facilities will you have access to on campus? Is there a computer center for students who don't own computers?
8. What types of athletic teams exist? Are there both men and women factions? What division is the school in each sport?
9. What types of cultural events are brought to campus? Is there music or theater group?
10. What about student organizations?
11. For those on a special diet, inquire about a school's food services?
12. What is the school's crime rate? Ask representative to discuss security procedures on campus?
13. What types of graduate, distance learning, or study abroad programs are available?
14. What continuing education and/or certificate programs are offered to the community?
15. Are classes offered during the evenings and/or on weekends?
16. What is the student teacher ratio?
17. What percentage of professors are teacher assistants?
18. What percentage of the freshman class remains thru graduation?
19. How many students remain on campus for weekends? Is this considered a suitcase campus?
20. What SAT score & GPA are required for admissions?
21. Do you require an interview for admissions?
22. How can I arrange to audit a class?
23. Can I have an overnight visit?

Bayonne High School Guidance Department

Teacher Recommendation Form

Student's Name: _____ ID Number: _____

Counselor's Name: _____

Application Type (Check one): ☐ Early Decision ☐ Early Action ☐ Regular Decision

Name of Teacher: _____

Course(s) Taken with this Teacher: _____

Intended Major: _____

Teacher Recommendations should be uploaded into Naviance by: _____

Student Directions: To prepare for your teacher recommendation requests, please complete the following tasks:

- Meet with the teachers you are planning on asking and communicate why you think they should write you a letter. Complete this task at least four (4) weeks prior to the requested due date.
- Compose your responses to the following questions/prompts. It is recommended that your responses be typed.
- Thank your teacher!
- Provide your teacher with the BHS Teacher Recommendation Form (this form) and the form specific to the college to which you are applying (if applicable).

These questions must be answered completely to be considered for recommendations. Thorough responses demonstrate your ambition to be a successful college candidate.

Questions/Prompts:

1. Explain why this recommendation should be written for you. List three adjectives to describe yourself as a student in this class. Provide examples to illustrate them. (You may not use hardworking, respectable or dedicated).
2. Describe the best piece of work (paper, lab report, oral presentation, group project, etc.) completed in this class.
3. Explain in particular a moment or experience that challenged you in this class.
4. Describe a particular moment or experience that challenged you in this class.
5. Describe a particular instance when you were a strong collaborator in a group project.
6. Cite an instance when you were an effective communicator in this class? In a written assignment? In an oral presentation or discussion?
7. Describe a particular assignment or skill in which you excelled during the year. Why do you think you reached success in these areas?
8. In retrospect, what could you have done to make this class more meaningful to you?
9. Write one paragraph about what makes you unique in comparison to other students with similar achievements.
10. Evaluate your time management skills and your daily preparation for this class.

Teacher Information:

Your unique observations of this student are an integral component of the college application process. In accepting this task, please be aware that this student has a deadline for all application materials indicated above. Upon completion of your letter, please upload your letter and Teacher Evaluation in Naviance.

Bayonne High School Guidance Department

Autobiographical Sketch

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

Dear: _____:

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

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

Thank you
BHS Guidance Department

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

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

Bayonne High School Guidance Department

Autobiographical Sketch

8. What factors are most important to you in selecting a college (i.e. price, location, athletics, area of study, diversity, etc?)
9. Is your high school academic scores an accurate measure of your ability and potential? If not, what do you consider the best measure of your potential for success in college work?
10. Which two teachers know you the best?
11. What would those two teachers say about you?
12. What four adjectives describe you? (very important—counselors are usually asked as part of your application).
 - a.
 - b.
 - c.
 - d.

Bayonne High School Guidance Department

Autobiographical Sketch

18. What quote describes you? Explain.

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

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

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

Bayonne High School Guidance Department

Parent Feedback Form

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

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

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

Creating and Using the FSA ID

What's an FSA ID?

The FSA ID is a username and password combination you use to log in to U.S. Department of Education (ED) online systems. The FSA ID is your legal signature and shouldn't be created or used by anyone other than you—not even your parent, your child, a school official, or a loan company representative. You'll use your FSA ID every year you fill out a *Free Application for Federal Student Aid* (FAFSA®) form and for the lifetime of your federal student loans.

How do I get an FSA ID?

Visit [StudentAid.gov/fsa-id/create-account/launch](https://studentaid.gov/fsa-id/create-account/launch) to create an FSA ID. You'll need your Social Security number, full name, and date of birth. You'll also need to create a memorable username and password, and complete challenge questions and answers so you can retrieve your account information if you forget it.

You'll be required to provide either your email address or your mobile phone number when you make your FSA ID. Providing a mobile phone number and/or email address that you have access to will make it easier to log in to ED online systems and allow additional account recovery options.

Important: A Social Security number, email address, and mobile phone number can only be associated with one FSA ID. If you share an email address with someone else, then only one of you will be able to use that email address to create an FSA ID.

FSA ID Tips

- If you need to provide information about your parents on the FAFSA® form, one of your parents will need an FSA ID to sign the form. Your parent can create an FSA ID and then sign the FAFSA form electronically using that FSA ID. Not sure whether you'll need to put your parents' information on the FAFSA form? Check out [StudentAid.gov/dependency](https://studentaid.gov/dependency). **Remember:** You should create your own FSA ID, and your parent should create his or her own FSA ID. Also make sure to use the correct FSA ID when signing the FAFSA form electronically.
- When you first create your FSA ID, the use of your FSA ID will be restricted to completing, signing, and submitting an original (first-time) FAFSA form. You'll have to wait one to three days for your information to be confirmed by the Social Security Administration (SSA) before you can use your FSA ID for other actions, such as submitting a FAFSA Renewal or signing a *Master Promissory Note*. If you provided an email address, then you'll receive an email letting you know that your information was successfully matched with the SSA, and you can begin using your FSA ID.
- If you forget your FSA ID username or password, look for the "Forgot My Username" and "Forgot My Password" links on log-in pages. These links will direct you to web pages where you can request a secure code to be texted to your verified mobile phone number or emailed to your verified email address. The secure code will allow you to retrieve your username or reset your password. You can also retrieve your username or reset your password by successfully answering your challenge questions. **Remember:** If you verified your email address or mobile phone number during account creation, you can enter your email address or mobile phone number instead of your username to log in.

Learn more about how you can use your FSA ID at [StudentAid.gov/help-center/answers/article/how-can-i-use-my-fsa-id-username-and-password](https://studentaid.gov/help-center/answers/article/how-can-i-use-my-fsa-id-username-and-password). Find this fact sheet at [StudentAid.gov/resources](https://studentaid.gov/resources).