

**SOUTHERN REGIONAL SCHOOL DISTRICT  
GUIDANCE CURRICULUM**

**Content Area: Guidance Services**

**Course Title: High School Guidance**

**Grade Level: 9-12**

**Unit Plan 1**

**1<sup>st</sup> Marking Period**

**Unit Plan 2**

**2<sup>nd</sup> Marking Period**

**Unit Plan 3**

**3<sup>rd</sup> Marking Period**

**Unit Plan 4**

**4<sup>th</sup> Marking Period**

**Unit Plan 5**

**Summer**

**Date Revised: April 2018**

**Board Approved: August 2018**

**SOUTHERN REGIONAL SCHOOL DISTRICT**  
**Unit 1 Overview**

**Content Area: High School Guidance**

**Unit Plan: 1<sup>st</sup> Marking Period**

**Unit Summary:**

This unit is designed to assess student needs and help students transition into a new academic year.

**Guidance Professional Standard Connections:**

Infused within the unit are connections to the American School Counselor Association (ASCA) National Standards for students. The ASCA National Standards are in place to guide school counseling programs within the academic, career and personal/social development of each student.

**Primary Interdisciplinary Connections:**

These standards have concurrent connections to the New Jersey Student Learning Standards 2 and Comprehensive Health and Physical Education standards 2.1-2.4 which include: wellness, integrated skills, drugs and medicines and human relationships and sexuality.

**21<sup>st</sup> Century Themes/Careers:**

The unit will also integrate the 21<sup>st</sup> Century Themes/Careers Standards: Personal Financial Literacy, Career Awareness Exploration, Career and Technical Education.

**Technology Connections:**

The unit will also integrate the Technology standard 8.1 strands A, C, D, E and F. These strands include: Technology operations and concepts, communication and collaboration, digital citizenship, research and information fluency and critical thinking, problem solving and decision making.

For further clarification refer to New Jersey Student Learning Standards at <http://www.state.nj.us/education/cccs/>

**OBJECTIVES**

**9<sup>th</sup> Grade:**

- Review IEP's
- Review 504 plans
- Review individual student schedules/teacher recommendations
- Facilitate individual/group orientation meetings to discuss guidance services and procedures
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor

- transition
- Monitor the adjustment of transfer students
- Monitor student attendance issues

### **10<sup>th</sup> Grade:**

- Review 9<sup>th</sup> grade transcript
- Review IEP's
- Review 504 plans
- Review individual student schedules/ teacher recommendations
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor the adjustment of transfer students
- Monitor student attendance issues

### **11<sup>th</sup> Grade:**

- Review transcript from 9<sup>th</sup> and 10<sup>th</sup> grade
- Review IEP's
- Review 504 plans
- Review individual student schedules/ teacher recommendations
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor the adjustment of transfer students
- Monitor student attendance issues
- Host classroom presentations on career and college planning/exploration, Naviance, and College Board

### **12<sup>th</sup> Grade:**

- Complete graduation audit
- Review IEP's
- Review 504 plans
- Review individual student schedules/ teacher recommendations
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor the adjustment of transfer students
- Monitor student attendance issues
- Prepare school documents for post-secondary applications
- Host classroom presentations on post-secondary planning and application process, Naviance, and College Board
- Individual meetings for post-secondary planning, Naviance, and College Board

**SOUTHERN REGIONAL SCHOOL DISTRICT**  
**Unit 2 Overview**

**Content Area: High School Guidance**

**Unit Plan: 2<sup>nd</sup> Marking Period**

**Unit Summary:**

This unit is designed to assess student needs and help students maintain positive academic, career and personal/social development.

**Guidance Professional Standard Connections:**

Infused within the unit are connections to the American School Counselor Association (ASCA) National Standards for students. The ASCA National Standards are in place to guide school counseling programs within the academic, career and personal/social development of each student.

**Primary Interdisciplinary Connections:**

These standards have concurrent connections to the New Jersey Student Learning Standards 2 and Comprehensive Health and Physical Education standards 2.1-2.4 which include: wellness, integrated skills, drugs and medicines and human relationships and sexuality.

**21<sup>st</sup> Century Themes/Careers:**

The unit will also integrate the 21<sup>st</sup> Century Themes/Careers Standards: Personal Financial Literacy, Career Awareness Exploration, Career and Technical Education.

**Technology Connections:**

The unit will also integrate the Technology standard 8.1 strands A, C, D, E and F. These strands include: Technology operations and concepts, communication and collaboration, digital citizenship, research and information fluency and critical thinking, problem solving and decision making.

For further clarification refer to New Jersey Student Learning Standards at <http://www.state.nj.us/education/cccs/>

**OBJECTIVES**

**9<sup>th</sup> Grade:**

- Review MP2 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST IEP/AR/504 meetings as scheduled

- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Begin the scheduling process for the next school year
- Present grade specific lessons on career and college planning/exploration

### **10<sup>th</sup> Grade:**

- Review MP2 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Begin the scheduling process for the next school year
- Present grade specific lessons on career and college planning/exploration
- Educate our students about the opportunities at OCVTS
- Assist with OCVTS application process
- Administer ASVAB test to interested students
- Distribution/explanation of PSAT scores

### **11<sup>th</sup> Grade:**

- Review MP2 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Begin the scheduling process for the next school year
- Educate our students about the opportunities at OCVTS
- Assist with OCVTS application process
- Administer ASVAB test to interested students
- Distribution/explanation of PSAT scores
- Host Junior College Planning Night for students and parents, Naviance

### **12<sup>th</sup> Grade:**

- Review MP2 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST IEP/AR/504 meetings as scheduled
- Adjust schedules due to conflicts/modify levels as needed
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Prepare school documents for post-secondary applications

- Administer ASVAB test to interested students
- Inform students about the local scholarship program
- Host Financial Aid night for parents and students

**SOUTHERN REGIONAL SCHOOL DISTRICT**  
**Unit 3 Overview**

**Content Area: High School Guidance**

**Unit Plan: 3<sup>rd</sup> Marking Period**

**Unit Summary:**

This unit is designed to assess student needs and help students maintain stable and positive academic, career and personal/social developments.

**Guidance Professional Standard Connections:**

Infused within the unit are connections to the American School Counselor Association (ASCA) National Standards for students. The ASCA National Standards are in place to guide school counseling programs within the academic, career and personal/social development of each student.

**Primary Interdisciplinary Connections:**

These standards have concurrent connections to the New Jersey Student Learning Standards 2 and Comprehensive Health and Physical Education standards 2.1-2.4 which include: wellness, integrated skills, drugs and medicines and human relationships and sexuality.

**21<sup>st</sup> Century Themes/Careers:**

The unit will also integrate the 21<sup>st</sup> Century Themes/Careers Standards: Personal Financial Literacy, Career Awareness Exploration, Career and Technical Education.

**Technology Connections:**

The unit will also integrate the Technology standard 8.1 strands A, C, D, E and F. These strands include: Technology operations and concepts, communication and collaboration, digital citizenship, research and information fluency and critical thinking, problem solving and decision making.

For further clarification refer to New Jersey Student Learning Standards at <http://www.state.nj.us/education/cccs/>

**OBJECTIVES**

**9<sup>th</sup> Grade:**

- Review MP3 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS

- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Host individual scheduling conferences for the upcoming academic year
- Develop a comprehensive high school and post-secondary plan
- Continue the scheduling process for the next academic year

#### **10<sup>th</sup> Grade:**

- Review MP3 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Host individual scheduling conferences for the upcoming academic year
- Monitor the comprehensive high school and post-secondary plan
- Continue the scheduling process for the next academic year
- Educate our students about the opportunities at OCVTS
- Assist with OCVTS application process

#### **11<sup>th</sup> Grade:**

- Review MP3 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Host individual scheduling conferences for the upcoming academic year
- Monitor the comprehensive high school and post-secondary plan
- Continue the scheduling process for the next academic year
- Educate our students about the opportunities at OCVTS
- Assist with OCVTS application process

#### **12<sup>th</sup> Grade:**

- Review MP3 report cards
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Prepare school documents for post-secondary applications
- Update and send mid-year transcripts to post-secondary institutions
- Assist students with financial aid questions
- Assist students in making post-secondary decisions

**SOUTHERN REGIONAL SCHOOL DISTRICT**  
**Unit 4 Overview**

**Content Area: High School Guidance**

**Unit Plan: 4<sup>th</sup> Marking Period**

**Unit Summary:**

This unit is designed to assess student needs, prepare students for a new academic year and assist seniors as they transition into their post-secondary plans.

**Guidance Professional Standard Connections:**

Infused within the unit are connections to the American School Counselor Association (ASCA) National Standards for students. The ASCA National Standards are in place to guide school counseling programs within the academic, career and personal/social development of each student.

**Primary Interdisciplinary Connections:**

These standards have concurrent connections to the New Jersey Student Learning Standards 2 and Comprehensive Health and Physical Education standards 2.1-2.4 which include: wellness, integrated skills, drugs and medicines and human relationships and sexuality.

**21<sup>st</sup> Century Themes/Careers:**

The unit will also integrate the 21<sup>st</sup> Century Themes/Careers Standards: Personal Financial Literacy, Career Awareness Exploration, Career and Technical Education.

**Technology Connections:**

The unit will also integrate the Technology standard 8.1 strands A, C, D, E and F. These strands include: Technology operations and concepts, communication and collaboration, digital citizenship, research and information fluency and critical thinking, problem solving and decision making.

For further clarification refer to New Jersey Student Learning Standards at <http://www.state.nj.us/education/cccs/>

**OBJECTIVES**

**9<sup>th</sup> Grade:**

- Review 4<sup>th</sup> MP grades and final averages
- Notify parents and students of credit restoration options (summer school)
- Identify and individually meet with “Academically At-Risk Students”
- MTS
- Identify “Potential Failure” summer school list for end of year review
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Review and finalize student schedules for the next academic year
- Check next year’s student schedules for accuracy
- Review final grades



**10<sup>th</sup> Grade:**

- Review 4<sup>th</sup> MP grades and final averages
- Notify parents and students of credit restoration options (summer school)
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Identify “Potential Failure” summer school list for end of year review
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Educate our students about the opportunities at OCVTS
- Assist with OCVTS application process
- Review and finalize student schedules for the next academic year
- Check next year’s student schedules for accuracy
- Review transcript and final grades
- Administer Advanced Placement (AP) exams

**11<sup>th</sup> Grade:**

- Review 4<sup>th</sup> MP grades and final averages
- Notify parents and students of credit restoration options (summer school)
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Identify “Potential Failure” summer school list for end of year review
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Educate our students about the opportunities at OCVTS
- Assist with OCVTS application process
- Review and finalize student schedules for the next academic year
- Check next year’s student schedules for accuracy
- Review transcript and final grades
- Administer Advanced Placement (AP) exams

**12<sup>th</sup> Grade:**

- Review 4<sup>th</sup> MP grades and final averages
- Identify and individually meet with “Academically At-Risk Students”
- MTSS
- Monitor students at-risk and communicate with students, parents, teachers and administration
- Notify parents and students of credit restoration options (summer school)
- Mediate individual/group/parent meetings to discuss arising issues
- Attend CST/IEP/AR/504 meetings as scheduled
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Monitor student attendance issues
- Prepare school documents for post-secondary applications
- Assist students in making post-secondary decisions
- Assist students with financial aid questions
- Administer Advanced Placement (AP) exams
- Participate in the scholarship selection process
- Document students’ post-secondary plans

- Final check of students and graduation requirements
- Review final transcript
- Send final transcript to appropriate post-secondary institutions

## SOUTHERN REGIONAL SCHOOL DISTRICT Unit 5 Overview

**Content Area: High School Guidance**

**Unit Plan: Summer**

**Unit Summary:**

This unit is designed to assess student needs and help students transition into a new academic year.

**Guidance Professional Standard Connections:**

Infused within the unit are connections to the American School Counselor Association (ASCA) National Standards for students. The ASCA National Standards are in place to guide school counseling programs within the academic, career and personal/social development of each student.

**Primary Interdisciplinary Connections:**

These standards have concurrent connections to the New Jersey Student Learning Standards 2 and Comprehensive Health and Physical Education standards 2.1-2.4 which include: wellness, integrated skills, drugs and medicines and human relationships and sexuality.

**21<sup>st</sup> Century Themes/Careers:**

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**Technology Connections:**

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For further clarification refer to New Jersey Student Learning Standards at <http://www.state.nj.us/education/cccs/>

### OBJECTIVES

**9<sup>th</sup> Grade:**

- Balance master schedule for upcoming school year
- Contact students/parents regarding schedule conflicts and available options
- Prepare for 9<sup>th</sup> grade student orientation and distribution of schedules
- Monitor summer school students for attendance/grades
- Register new/incoming students, review academic history, develop academic plan and monitor transition

- Articulation with middle school counselors on incoming students
- Mediate individual/group/parent meetings to discuss arising issues that occur over summer and need to be addressed before school begins

**10<sup>th</sup> Grade:**

- Balance master schedule for upcoming school year
- Contact students/parents regarding schedule conflicts and available options
- Monitor summer school students for attendance/grades
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Mediate individual/group/parent meetings to discuss arising issues that occur over summer and need to be addressed before school begins

**11<sup>th</sup> Grade:**

- Balance master schedule for upcoming school year
- Contact students/parents regarding schedule conflicts and available options
- Monitor summer school students for attendance/grades
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Mediate individual/group/parent meetings to discuss arising issues that occur over summer and need to be addressed before school begins

**12<sup>th</sup> Grade:**

- Balance master schedule for upcoming school year
- Contact students/parents regarding schedule conflicts and available options
- Monitor summer school students for attendance/grades
- Register new/incoming students, review academic history, develop academic plan and monitor transition
- Mediate individual/group/parent meetings to discuss arising issues that occur over summer and need to be addressed before school begins

**SOUTHERN REGIONAL SCHOOL DISTRICT**  
**Evidence of Learning**

**Formative Assessments**

- Questionnaires
- Interests Surveys
- Conferences
- Observations
- MTSS

**Summative Assessments**

- Progress reports
- Report cards/Transcripts
- “Do What You Are” survey
- Career Interest Profile
- Resume
- Graduation Survey
- MTSS

**Modifications**

**ELL**

- Translations (Spanish to English)
- After School Support
- Teacher Conferences

**Special Education**

- Teacher Conferences
- Parent Conferences
- Participate in IEP Team
- IEP Process
- Extra Support

**504**

- Teacher Conferences
- After School Support
- Extra Support
- Parent Conferences
- Targeted Follow-up

**At-Risk**

- After School Support
- Extra Support
- Teacher Conferences
- Parent Conferences
- MTSS

**Gifted and Talented**

- Enrichment Opportunities
- Honors/AP Program

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Naviance
- College Board
- The Princeton Review
- Khan Academy
- Fast Web
- NCAA Eligibility Center
- Occupational Outlook Handbook
- ACT
- US Department of Labor and Statistics

**Counselor Notes:**