

# Ledyard High School



**9-12**

## **Counseling Curriculum**

# Created 2017

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## **MISSION STATEMENT**

The Ledyard High School Counseling Department strives to empower all students to develop knowledge, skills, and qualities necessary to become critical thinkers and problem solvers in an ever changing society. The delivery of our comprehensive school counseling program focuses on all student's academic, career and social emotional growth and aims to help them achieve their unique potential.

## **BELIEFS**

The Ledyard High School Counseling program is founded in the belief all students are unique and capable of individual growth. School Counselors at Ledyard High School believe:

- Collaboration within the school community enhances student success.
- Advocating for families, students, and staff will help achieve a common goal.
- Equity and access is critical in positive student outcomes.
- Data analysis is crucial in identifying and supporting student and community needs.

## **VISION**

**Ledyard High School Alumni will:**

- Have the knowledge and interpersonal skills needed to collaborate and communicate proficiently.
- Advocate for themselves and others
- Engage as responsible and productive members of society.
- Think critically and creatively to make informed life decisions.
- Effectively problem solve, persevere and adapt to change.
- Have confidence in their goals for the future

## **Program Delivery**

### **Direct Student Services**

Direct services are in-person interactions between school counselors and students and include the following:

**School Counseling Core Curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge,

attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities. The curriculum is aligned and supports the goals of the district's strategic plan for student academic improvement. The curriculum is integrated across the content areas- academic, career, and personal social development. The curriculum component:

- Is planned
- Ongoing and systematic in delivery
- Includes a clear explanation of the scope and sequence of its units of instruction
- Clearly outlines the goals and competencies students will achieve at each grade level

**Individual Student Planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans. There is a systematic delivery of individual student planning sessions on an annual basis continuing throughout the high school years. These sessions result in Student Success Plans, academic, and college planning for each student,

**Responsive Services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response. The procedures, activities and services of the Ledyard High School counseling program ensure appropriate and timely response to immediate needs of students.

- Intervention services are delivered through individual and or group counseling
- Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff.
- The consultation process is used by school counselors to inform stakeholders of the best way to help students succeed in their academic, career and personal/social development.
- Participation on school based teams with other specialists and or community professionals is used by school counselors to identify services for students in need.

**Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselor's' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations

## **Overview**

### **School Counseling Curriculum at Ledyard High School**

The comprehensive school counseling curriculum at Ledyard High School supports students in their academic, career and personal/social development. The focus of the curriculum at this level is on transitioning middle school students to the high school environment, assisting all students with postsecondary planning, such as higher education, career paths, employment skills and goals. School counselors deliver curriculum through a variety of instructional strategies to include classroom lessons, and advisory meetings. The use of technology is incorporated into the curriculum delivery process.

### **Topics to be Covered**

- Transition from middle to high school
- PSAT prep
- Developing SMART goals
- Course Planning
- Mock College Admissions
- Study skills
- Postsecondary Planning
- Peer Relations
- Communication/ Conflict resolution
- Career Awareness

**PACING GUIDE FOR LESSONS AND PARENTS ACTIVITIES**

<b>MONTH</b>	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<b>August/ September</b>	*Freshman Orientation	*PSAT Initial Presentation	*PSAT Initial Presentation	*Sr Yr Prep Day & Goals *Sr. College Night *IP = decision making
<b>October</b>	*IP = transition - goals/SSP survey *Study Skills Lesson *College Fair	*PSAT Admin *SSP Survey & Goals *College Fair	*PSAT Admin  *College Fair	*IP = Decision Making  *College Fair
<b>November</b>	*IP = transition goals/SSP survey *CIP, LSI - S1	*Do what you are - S1	*Financial Aid Night *SAT Admin *ASVAB Admin *College Admissions Speaker	*Financial Aid Night *SAT Admin *ASVAB Admin *IP = Decision Making
<b>December</b>	*IP = transition - goals/SSP survey *CIP, LSI - S1	*Do what you are - S1 *PSAT Results Presentation	*PSAT Results Presentation	
<b>January</b>	*Career Awareness - S1			
	*Mid - Year Exams & Prep			
<b>February</b>	*Educational Planning (course selection) *Peer Relations Lessons *Mock College Admissions Lesson		*Career Planning Lesson *AP Informational Session *College Planning Night for Juniors *Resume & Goals/SSP Survey	*AP Informational Session
<b>March</b>	*Incoming gr. 9 Agri-Sci Educational Planning (course	*IP = Career Awareness *Educational	*College Search - US Hist *IP = Career	

	select.) & Sched info Night *Incoming 9th gr. Scheduling Info Night *Educational Planning (course select.) at LMS for incoming gr. 9	Planning (course selection)	Planning *Educational Planning (course selection) *SAT Prep	
<b>April</b>	<b>*Career Day</b>	*IP = Career Awareness *Educational Planning (course selection) *Do what you are - S2 *ECE info sessions <b>*Career Day</b>	*AP Preadmin Gr. 11 *IP = Career Planning *Educational Planning (course selection) *SAT Prep *ECE info session <b>*Career Day</b>	*AP Preadmin Gr.12  <b>*Career Day</b>
<b>May</b>	*CIP, LSI - S2 *Peer Relations Lesson	*Do What You Are - S2 *Career awa - S2	*AP Admin *SAT Admin	*AP Admin *SAT Admin *Senior Exit Survey
<b>June</b>			*ACT Admin	*ACT Admin *College Acceptance Data Collected

### SSP Quick Reference Guide

<u>Grade</u>	<u>Task</u>	<u>Time of Year</u>	<u>Delivery Method</u>
<u>8</u>	Academic Planning Parent Program (A)	Feb./Mar.	Evening event - LMS
	Academic Planning Lesson (A)	Feb/Mar.	Small group - LMS
<u>9</u>	Freshman Orientation- Transition lesson (PS)	August	Orientation
	Study Skills lesson (A)	Fall	AIM
	SSP Survey and Goals (A/C/PS)	Fall	Indiv./Sm group pull out
	CIP (C) and add careers to list	Fall/Spring	PE pull out
	LSI (PS)	Fall/Spring	PE pull out
	Individual Planning Meeting (A/C)	Fall	Indiv/Sm group pull out
	Academic Planning Assembly (online regis) (A)	Feb./Mar.	Grades 9 & 10 Assembly
	Mock College Admissions (A/C)	Spring	AIM
	Pre/Post PSAT 8/9 lessons (A)	Sept./Jan.	AIM- Admin/English
	Career Day (C)	Spring	School wide
<u>10</u>	Pre/Post PSAT lessons (A)	Sept./Jan.	AIM- Admin/English
	SSP Survey and Goals (A/C/PS)	Fall	Indiv/Sm group pull out
	Peer Pressure lesson (PS)	Fall/Spring	Health curriculum
	Career Awareness lesson (C)	Fall/Spring	Health pull out
	DWYA (C) and add careers to list	Fall/Spring	Health pull out
	Civics in Action Project ( C )	Fall/Spring	Civics curriculum



	DWYA results lesson (C/PS)	Spring	AIM
	Individual Planning Meeting (A/C)	Spring	Indiv. Mtg.
	Academic Planning Assembly (online regis) (A)	Feb./Mar.	Grades 9 & 10 Assembly
	Career Day (C)	Spring	School wide
<u>11</u>	Pre/Post PSAT lesson (A)	Sept./Jan.	AIM- Admin/English
	PSAT Administration (A)	Oct.	School wide
	College Fair (A/C)	Oct.	Evening event
	Financial Aid Night (C)	Oct.	Evening event
	College Admissions speaker (A)	Fall	AIM
	ASVAB (C)	Dec.	Pull out
	Naviance/College Night for juniors (A/C)	March	Evening event
	Game Plan, Resume and Goals (A/C/PS)	Fall	USH/Eng pull out
	College Search & Interview Question lesson (C)	Spring	USH/Eng pull out
	Individual Planning Meeting (A/C)	Spring	Indiv. Mtg.
	Academic Planning Assembly (online regis) (A)	Feb./Mar.	Grade 11 Assembly
	Financial Reality (C)	Spring	AIM
	Career Day (C)	Spring	School wide
	AP Pre-administration (A)	April	Pull out
<u>12</u>	Senior Year Prep Day (C)	Aug.	Summer event/AIM
	SSP Goal Setting (A/C/PS)	Aug.	Summer event/AIM
	Senior College Planning Night (A/C/PS)	Sept.	Evening event
	Senior Meetings with parents (A/C)	Sept./Oct.	Indiv. Mtg.

	<b>College Fair (A/C)</b>	<b>Oct.</b>	<b>Evening event</b>
	<b>Financial Aid Night (C)</b>	<b>Nov.</b>	<b>Evening event</b>
	<b>ASVAB (C)</b>	<b>Dec.</b>	<b>Pull out</b>
	<b>Career Day (C)</b>	<b>Spring</b>	<b>School wide</b>
	<b>AP Pre-administration (A)</b>	<b>April</b>	<b>Pull out</b>
	<b>Senior exit survey (A/C/PS)</b>	<b>May</b>	<b>AIM</b>

### Ledyard Student Success Plan

Student Orientation	P/S
Academic Success Strategies	A
Personal Learning Plan (PLP)	A, P/S, C
Introduction to Career Resource Center	C
Individual Meetings with Counselors	A, P/S, C
Course Selection/Credit Checks	A

#### **Student Orientation**

To help navigate the transition to high school, the Guidance Department is here to support adjustment and encourage a successful year.

The following programs are offered to incoming ninth graders:

- Course Selection Night for Parents—Learn about course choices at the high school.
- Student Activities Fair—Learn details about all co-curricular offerings.
- Visitation Day—Eighth graders tour the high school.
- Summer Orientation—Evening program before school starts for incoming students and their parents. Schedules are distributed and families tour the school.
- Guidance Orientation—A September program during school to introduce counselors and describe guidance and career resource services.
- Guidance Goal Setting (Fall)—Counselors meet with freshmen in small groups to develop personal goals, discuss transition to high school, and review study skills strategies.

### **Academic Success Strategies**

Teachers throughout the year stay after school to assist students who request additional support

- Learning Lab: Monday/Math, Tuesday/History, Wednesday/Organization & Study Skills
- Private & Student tutors available on request
- Khan Academy: <https://www.khanacademy.org>
- Personal Learning Styles Inventory Naviance: Family Connection

### **Personal Learning Plan (PLP)**

The PLP is an online tool for students to plan, organize, track and reflect upon goals and achievements. Learning plan questions address the following:

- Academic plans
- School and community activities
- Personal and social goals
- Transition Plans
- Career interests
- LHS adult connections
- Naviance: Family Connection

### **College and Career Center**

The Counseling and Career Center (CCC) is located in the School Counseling office and offers students an array of printed and electronic information on summer opportunities and/or career exploration programs.

- Individual Meetings with Counselors
- Individual conferences are held to begin developing a relationship with your counselor. Since counselors work with the same student for four years, there are many opportunities to initiate appointments to discuss academic, career and personal issues.

### **Course Selection/Credit Checks**

Annual individual meetings are held to review a student's academic progress, explain and answer questions regarding course selection and ensure students are taking the proper credits toward graduation.

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**GRADE 9**

**Lesson Title: College Board KHAN Linking Lesson**

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

Content Area:  Academic  Career  Personal/Social

Method of Delivery:  Individual  Group  Classroom  Other:

Student State Competencies Addressed:

The student will:

A1. 9-10 : Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teachers, etc.

A3. 9-10: Connect future plans to goals and make informed program of studies choices

A4. 9-10: Demonstrate appropriate skills to locate, organize, understand, analyze and synthesize information from multiple digital sources

A4. 9-10: Identify, evaluate, and utilize technology tools for academic success

Lesson Plan/Activities:

1. Students will create ONE College Board student account. Students will then create a khan academy account. Once prompted, students will click “link” to connect these two accounts.

Objectives:

- Students will learn how to use online resources to further their education.
- Students will use resources to focus on areas of needed strength.

Material(s) needed:

-Chromebook

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**GRADE 9**

**Lesson Title: Freshman Orientation-Transition Lesson**

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

Content Area:  Academic  Career  Personal/Social

Method of Delivery:  Individual  Group  Classroom  
 Other: Orientation

Student State Competencies Addressed:

The student will:

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

Goals:

- Skills for Learning
- Academic to Life Success

Lesson Plan/Activities:

2. Students will all gather together in an assembly to view PowerPoint on required freshman classes, A, B Day schedule, Successful Student tips, graduation credit requirements & transcript, attendance policy, clubs and organizations, and other information.
3. Students will be divided into teams and rotate to several different sessions throughout the day. Rotations will include: Getting acquainted craft project, LHS building tour, library to set up LHS student account and student ID.

Objectives:

- Students will describe high school expectations.
- Students will identify resource people in the school and community, and know how to seek their help
- Students will get acquainted with school building, staff, and peers

Material(s) needed:

- Freshman Orientation Assessment, PowerPoint: Freshman Orientation
- Closure: Students meet in the cafeteria for lunch.

## Freshman Orientation Assessment

Name: \_\_\_\_\_

School Counselor: \_\_\_\_\_

1. Name two ways to find information on how to join a club or activity.
  
2. How do you make an appointment with your school counselor?
  
3. How many credits are required for graduation? 18 20 24 26
  
4. Name a course that would count as a credit towards your Fine or Vocational Arts Graduation requirement.
  
5. How many English credits are required for graduation?
  
6. Name one Successful Student tip or resource.
  
7. How many absences are you allowed in a full credit and half credit course before you lose credit?
  
8. Name two resources to use that informs you of upcoming LHS events and announcements.
  
9. What should you bring on your first day of school?
  
10. What information is listed on your high school transcript?

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 9**

**Lesson Title: Study Skills**

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

Content Area:  Academic     Career     Personal/Social

Method of Delivery:     Individual     Group     Classroom     Other

Student State Competencies Addressed:

The student will:

- A1. 9 – 10.1 Demonstrate organizational and study skills needed for high school success.
- A1. 9 - 10.3 Identify attitudes and behaviors that contribute to successful academic performance.
- A1. 9 - 10.5 Set academic career and personal goals and develop a four year plan.
- A3. 9 - 10.1 Demonstrate a healthy way to balance academic assignments, extracurricular activities and family life.

Goals:

- Develop skills for lifelong learning
- Access tools and resources for student success

Lesson Plan/Activities:

1. Counselor will begin the class with the question “what is a habit?” Counselor will write this question on the board. This will lead to a discussion about habits, both positive and negative.
2. Counselors will transition discussion into the Study Skills Powerpoint different types of learning styles and tips for those types of learners. I.E Kinesthetic, Auditory and Visual Learners. Pair students to discuss what their current study habits are and what type of learners they are.
3. Review and facilitate a discussion on time management tips and procrastination.
4. Students should identify the habits they wish to improve in order to reach their goals.
5. Counselor to review and facilitate a discussion on Organizational/ Homework and Study tips.
6. The counselor will facilitate a discussion on how the use of the study skills tips will provide a resource for creating students goals for academic success. Students are in control of their own success by changing or enhancing their current habits.

Objective:

Students will gather knowledge through discussion and self exploration on positive study habits and skills.

Material(s) needed:

- Study Skills Powerpoint located on the Ledyard curriculum page.
- Study Skills Tip Sheet

Method of Evaluation:

Pre and Post test       Product completion       Presentation  
 Other

Study Skills Pre Test

1. Name one good study habit \_\_\_\_\_
2. The school planner is useful because \_\_\_\_\_
3. Name a resource that we provide for all LHS students for extra help: \_\_\_\_\_

Study Skills Post Test

1. Name one of your responsibilities as a student \_\_\_\_\_
2. Name one obstacle that can get in your way of study \_\_\_\_\_
3. Name one resource that we provide for students to get help \_\_\_\_\_
4. Name one thing you are going to do before a test \_\_\_\_\_

School Counselors need guidance too! Be Honest with us so we can help you better!

Which study skills tips do you plan on using \_\_\_\_\_

What can we do to make this lesson more meaningful/interesting in the future \_\_\_\_\_



**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 9**

**Lesson Title: SSP Survey and Goals**

**Grade Level: 9**

Content Area:  Academic     Career     Personal/Social

Method of Delivery:     Individual     Group     Classroom  
 Other: Indiv/Sm group pull out

Student State Competencies Addressed:

The student will:

C4.9 - 10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices.

A3.9 - 10.4 Identify personal responsibilities for planning future goals.

A3.9 - 10.5 Demonstrate personal responsibility for researching postsecondary schools and careers.

P/S7.9-10.8 Identify personal strengths and assets.

Objective:

To set SMART goals for students freshman year in the domains of Academic, Career and Personal Social. All goals are completed on Naviance.

Essential Questions: What Academic, Career and Personal/Social goals have been identified by the student as a priority for their 9th grade year.

Lesson Plan/Activities: The 9th grade SMART goals are addressed during the freshmen planning meeting with his or her counselor.

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 9<sup>th</sup> grade**

**Lesson Title: Learning Style Inventory**

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

Content Area:  Academic  Career  Personal/Social

Method of Delivery:  Individual  Group  Classroom  
 Other: PE pull out

Student State Competencies Addressed:

The student will:

C.4.9 - 10.1 Develop skills to locate, evaluate and interpret career information.

C.4.9 - 10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices.

C4.9 - 10.8 Complete an interest inventory and analyze results.

Lesson Plan/Activities:

1. Introduce Learning Style Inventory (pg 1-2).
2. Students complete the Learning Style Inventory
3. Review the Learning Style Packet
4. Review sample of results.

Material(s) needed:

Learning Style Packet

Method of Evaluation:

Pre and Post test  Product completion  Presentation  
 Other

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 9<sup>th</sup> grade**

**Lesson Title: Peer Relations**

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

Content Area:  Academic  Career  Personal/Social

Method of Delivery:  Individual  Group  Classroom  Other

Student State Competencies Addressed:

The student will:

P/S 7.0 – 10.2 Analyze the impact of individual similarities and differences on interpersonal relationships.

P/S 9.9 - 10.6 Apply effective problem solving and decision making skills to make safe and healthy choices.

P/S 9.9 – 10.5 Know school procedures for responding to harassment

Essential Questions:

What is needed to understand self and respect self and others?

What are safety and survival skills for students?

Lesson Plan/Activities

1. Establish prior knowledge of bullying by completing the “K” column of the KWL sheet and discuss their responses.
2. Fill out the “W” column – what you want to learn.
3. Handout and have students complete the attached *True or False* worksheet.
4. Discuss the *True or False* handout – dispel myths about bullying.
5. Add additional W’s if needed and discuss what they want to learn.

Objective:

Students will learn what bullying is and how it affects others.

Material(s) needed:

- KWL & - True or False pre-test

Method of Evaluation:

Pre and Post test  Product completion  Presentation

Other: Complete “L” column of KWL sheet and hand in

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 9**

**Lesson Title: Peer Relations Part 2**

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

Content Area:  Academic  Career  Personal/Social

Timeline:

Method of Delivery:  Individual  Group  Classroom  Other

Student State Competencies Addressed:

The student will:

P/S 7.0 – 10.2 Analyze the impact of individual similarities and differences on interpersonal relationships.

P/S 9.9 – 10.6 Apply effective problem solving and decision making skills to make safe and healthy choices.

P/S 9.9 – 10.5 Know school procedures for responding to harassment.

Essential Questions:

What is needed to understand self and respect self and others?

What are safety and survival skills for students?

Lesson Plan/Activities

1. Introduce and view the video, “Social cruelty..
2. Review follow up questions.
3. Review packet: School policy, reporting form, bullying victim cycle.

Objective:

Students will know what bullying is, the consequences and how to report.

Material(s) needed:

- Video
- Packet

Method of Evaluation:

Pre and Post test  Product completion  Presentation  
 Other

## BULLYING: TRUE OR FALSE?

- |  |   |   |
|--|---|---|
| 1. Bullying is just teasing.   | T | F |
| 2. Some people deserve to be bullied.  | T | F |
| 3. Only boys are bullies.  | T | F |
| 4. People who complain about bullies are babies.                               | T | F |
| 5. Bullying is a normal part of growing up.                                    | T | F |
| 6. Bullies will go away if you ignore them.                                    | T | F |
| 7. All bullies have low self-esteem.<br>That's why they pick on other people.  | T | F |
| 8. It's tattling to tell an adult when you're being bullied.                   | T | F |
| 9. The best way to deal with a bully is by<br>fighting or trying to get even.  | T | F |
| 10. People who are bullied might hurt for a while, but<br>they'll get over it. | T | F |

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 9**

**Lesson Title: Mock College Admissions**

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

Content Area:  Academic  Career  Personal/Social

Method of Delivery:  Individual  Group  Classroom  Other

Student State Competencies Addressed:

A3.11 – 12.1 Understand how school success and academic achievement enhance future career and vocational opportunities.

C5.11 - 12.5 - Identify requirements for postsecondary programs.

Essential Questions:

How does my academic performance (including grades and activities) throughout high school impact my postsecondary future?

What do colleges take into consideration as part of the admissions process?

Lesson Plan/Activities

1. Pass out Mock College Admissions packet, explain content, and introduce the task
2. Students will work in small groups to choose candidates for admission to a university based on sample candidate information
3. Students and counselor will discuss connections to academic performance and future postsecondary goals

Objectives:

- Students will analyze mock-school records to determine eligibility for admission to a university
- Students will discuss the decisions made in their groups and compare with answers presented by the school counselors
- Students will discuss connections to school performance in relation to the activity and their postsecondary goals

Material(s) needed:

- Mock College Admissions packet

Method of Evaluation:

Pre and Post test  Product completion  Presentation  Other

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 10**

**Lesson Title: Peer Pressure**

**Grade Level: 10**

Content Area: \_\_\_\_\_ Academic      \_\_\_\_\_ Career      X   Personal/Social

Method of Delivery: \_\_\_\_\_ Individual      \_\_\_\_\_ Group      \_\_\_\_\_ Classroom  
  X   Other: Health Curriculum

Student State Competencies Addressed:

P/S 9.9-10.4 Recognize and deal effectively with peer pressure.

P/S 8.3 - 4.7 Demonstrate how decisions affect themselves and others around them

Objective:

Students will recognize pressured situations and know how to deal with situations effectively.

Essential Questions:

What do students value?

How to make a decision: listing consequences and benefits of each possible action.

Ways to respond effectively to negative peer pressure.

Lesson Plan/Activities:

1. Discuss “peer pressure”, good vs. bad pressure, when it occurs and why it occurs.
2. Place students in groups of five and do the “Pressure Seat” activity. The five students in each group take turns being in the pressure seat. The student reads a situation and responds to it. The group discusses the situation and whether or not they agree with the decision made by the student. Each student takes turns reading and responding to a situation.
3. Discuss that knowing yourself is the first tool to know how to handle a difficult situation. Hand out “Personal Values” sheet and have them rate items 1-12 (lowest to highest).
4. Read the following scenario:

John lives with his mother and little sister in a small town. He likes to play basketball and hopes to be on the varsity team at school. He is well liked but only has a few close friends. Some of his acquaintances invite him to a party where there will be alcohol and drugs. He decides to go

but tells himself he won't do anything stupid. When he arrives he notices that none of his close friends are there. The boy that invited John welcomes John as he walks in and hands him a beer.

1. Pass out Decision Making Worksheet and have students fill out as if they are John. Discuss what John should do? List the consequences of his possible actions.
2. Review ways to resist peer pressure. Pass out "Resisting Peer Pressure Strategies."
3. Have students pair up and hand out index cards with role-play situations. Have the partners practice ways to say no and then after a few minutes, get the class back together and have the pairs perform the role-play. Discuss if the responses would be effective.

Material(s) needed:

- Copies of Personal Values, Decision Making Worksheet, Resisting Peer Pressure Strategies
- List of Pressure Seat Situations
- Index cards with role play situations

Method of Evaluation:

Pre and Post test  Product completion  Presentation

Other: Write about a peer pressure situation you have had and the outcome.

### **Peer Pressure Fact Sheet**

Peers influence your life, even if you don't realize it, just by spending time with you. You learn from them, and they learn from you. It's only human nature to listen to and learn from other people in your age group.

Peers can have a positive influence on each other. Maybe another student in your science class taught you an easy way to remember the planets in the solar system, or someone on the soccer team taught you a cool trick with the ball. You might admire a friend who is always a good sport and try to be more like him or her. Maybe you got others excited about your new favorite book, and now everyone's reading it. These are examples of how peers positively influence each other every day.

Sometimes peers influence each other in negative ways. For example, a few kids in school might try to get you to cut class with them, your soccer friend might try to convince you to be mean to



another player and never pass her the ball, or a kid in the neighborhood might want you to shoplift with him.

### **Why Do People Give into Peer Pressure?**

Some kids give into peer pressure because they want to be liked, to fit in, or because they worry that other kids might make fun of them if they don't go along with the group. Others go along because they are curious to try something new that others are doing. The idea that "everyone's doing it" can influence some kids to leave their better judgment, or their common sense, behind.

### **Walking Away From Peer Pressure**

It is tough to be the only one who says "no" to peer pressure, but you can do it. Paying attention to your own feelings and beliefs about what is right and wrong can help you know the right thing to do. Inner strength and self-confidence can help you stand firm, walk away, and resist doing something when you know better.

It can really help to have at least one other peer, or friend, who is willing to say "no," too. This takes a lot of the power out of peer pressure and makes it much easier to resist. It's great to have friends with values similar to yours who will back you up when you don't want to do something.

### **Resisting Peer Pressure Strategies**

1. Self awareness. Think about what you believe in.
2. Just say no. (Practice ways of saying no).
3. Use humor.
4. Shift the blame to a grown up.
5. Use flattery.
6. Walk away from the situation.
7. Evaluate the consequences of your possible actions.
8. Find a friend. Hang out with people who feel the same way.
9. Find an adult that you trust.
10. Suggest an alternative plan.
11. Do what is best for you.
12. Go through the decision making process.
13. Follow through with your decision.

14. Positive self-talk.

Add your own ideas:

15.

16.

17.

19.

*\*\*\* Don't be afraid to be different. Do not do things you're not comfortable doing just to fit in.*

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 10**

**Lesson Title: Do What You Are**

**Grade Level: 10**

Content Area: \_\_\_\_\_ Academic  Career \_\_\_\_\_ Personal/Social

Method of Delivery: \_\_\_\_\_ Individual \_\_\_\_\_ Group \_\_\_\_\_ Classroom  
 Other: Health pull out

Student State Competencies Addressed:

C4.7 - 8.1 Take a career interest inventory

C4.9 - 10.1 Develop skills to locate, evaluate, and interpret career information

Essential Question(s):

What is the relationship between personal qualities, education and training and the world of work?

What is needed to understand and respect oneself?

Engagement (Hook):

“Who would be good at \_\_\_\_\_?” or Superlative exercise (most likely to...).

Lesson Plan / Activities:

1. On board, the counselor will list five occupations.
2. Counselors will ask for student volunteers that are interested in those careers.
3. With student assistance, counselors will compile a list of characteristics that match the five careers.
4. Counselors will introduce students to the Do What You Are module.
5. Students will complete Do What You Are.
6. Counselors will review results using a fake student account and demonstrate how this can lead to career exploration.

Objective:

Students will discover the relationship between education and careers.

Students will learn about and discuss their personal qualities and interests.

Materials / Resources:

- Promethean board
- Computers or comparable devices that will allow each student internet access
- List of five diverse careers
- School email accounts for each student
- Naviance introduction paragraph and registration code for each student
- Fake student Naviance account

Method of Evaluation:

Pre and Post test     Product completion     Presentation

Other: Students will complete the Do What You Are module in Naviance and rate the accuracy of the results. *Advisors will then engage students about accuracy of results and potential for career exploration to verify understanding.*

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 10**

**Lesson Title: Do What You Are Follow Up Interpretation of Results Lesson**  
**Grade Level: 10**

Content Area: \_\_\_\_\_ Academic     Career    \_\_\_\_\_ Personal/Social

Method of Delivery: \_\_\_\_\_ Individual    \_\_\_\_\_ Group    \_\_\_\_\_ Classroom  
 Other: Health pull out

Student State Competencies Addressed:

C4.7 - 8.1 Take a career interest inventory

C4.9 - 10.1 Develop skills to locate, evaluate, and interpret career information

Essential Question(s):

What is the relationship between personal qualities, education and the world of work?

What is needed to understand and respect oneself?

Lesson Plan / Activities:

1. Students will log into Naviance and get their 4 digit code.
2. Counselor to log into the powerpoint and review slides.
3. Students to write personality code on a post it and bring it up and place it in the matching grid.
4. Have students do career search in Naviance

Objective:

Students will discover the relationship between education and careers.

Students will learn about and discuss their personal qualities and interests.

Materials / Resources:

- Presentation projected onto Smartboard
- Handout of the 16 Career Clusters
- Handout - Myers-Briggs Indicator Chart
- Sample Program of Studies
- Students chromebooks (must login to Naviance)
- Post its

Method of Evaluation:

\_\_\_\_\_ Pre and Post test    \_\_\_\_\_ Product completion    \_\_\_\_\_ Presentation

Other: Students will complete the Do What You Are module in Naviance and rate the accuracy of the results. *Advisors will then engage students about accuracy of results and potential for career exploration to verify understanding.*

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 10**

**Lesson Title: Communication Lesson**

**Grade Level: 10**

Content Area: \_\_\_\_\_ Academic \_\_\_\_\_ Career \_\_\_X\_\_\_ Personal/Social

Method of Delivery: \_\_\_\_\_ Individual \_\_\_\_\_ Group \_\_\_X\_\_\_ Classroom \_\_\_\_\_ Other

Student State Competencies Addressed:

The student will:

PS:A2.6 Use effective communications skills

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

Objectives:

Students will be able to:

- Explain and define three communication styles.
- Demonstrate effective ways to communicate with peers and adults.

Essential Question(s):

How do effective communication skills support positive problem solving and respect for others?

Engagement (Hook):

Students read the three words on the board: Assertive; Aggressive; Passive. They attempt to write down a definition of each.

**Instructional Strategies / Lesson / Activities:**

1. Before the lesson begins, the school counselor asks students what are ways we communicate.
2. Present PowerPoint presentation and discuss slides with students
3. Students share their definitions and the counselor leads a discussion to differentiate the differences between the three definitions.
4. Counselor asks how the three words, passive, aggressive, and assertive are related to communication.
5. Students discuss how they communicate and with whom they communicate with throughout their day. Discuss how to properly use “I Statements”
6. Counselor writes down a list of communication during a student’s day.
7. Counselor asks: Is there ever a situation when you do not communicate effectively? Have

you ever experienced a situation when the communication between yourself and another person when poor communication has interfered with a positive outcome?

8. Students give examples of possible negative communication (i.e.: with parents, teachers, friends, teammates, store clerk, etc.).
9. Counselor asks: How does your personality affect your communication style?
10. Students discuss differences in communication style. If you are shy, then a person may be too passive when communicating. If you are outgoing, a person may be too aggressive at times.
11. Counselor passes out hand out "Practicing I Statements"
12. Students complete the worksheet with a partner.

Essential Questions:

What are the basic components of effective communication?

What are the different communication styles?

Lesson Plan/Activities:

1. Briefly describe the objectives of the session.
2. Present PowerPoint presentation and discuss with students a variety of slides throughout the lesson.
3. Poll Everywhere: provide data as the exit ticket.

Objectives:

- Know that communication involves speaking, listening, and nonverbal behavior.
- Develop an understanding of the three different styles: assertive, aggressive and passive.
- Develop an understanding of how to proceed a situation in an assertive manner.

Material(s) needed:

- PowerPoint Presentation
- Computer
- Projector
- Electronic device

Method of Evaluation:

Pre and Post test     Product completion     Presentation  
 Other: Poll everywhere

### Example

Feelings	How do you feel?  you sad, angry, anxious, scared?	makes me <b>mad</b>
Trigger	What was the 'trigger' that bothered you?	<b>When</b> you touch my stuff.
Reason	How does the trigger affect you?  Why does this trigger upset you?	<b>Because</b> I told you not to touch my things. I don't like people touching my stuff. When you touch my stuff I think you are disrespecting me

### *Practicing "I Statements"*

Directions: Make "I statements" for the following situations. Remember to use all pieces of the statement.

1. One of your friends has been ignoring you lately. You don't know if something's wrong.

State your feeling	<i>I feel...</i>
State what happened	<i>When...</i>



Describe its effect on you	<i>Because...</i>
----------------------------	-------------------

2. A student in your class is making fun of you.

State your feeling	<i>I feel...</i>
State what happened	<i>When...</i>
Describe its effect on you	<i>Because...</i>

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 10**

**Lesson Title: SSP Survey and Goals**

**Grade Level: 10**

Content Area:  Academic     Career     Personal/Social

Method of Delivery:  Individual     Group     Classroom     Other

Student State Competencies Addressed:

The student will:

C4.9 - 10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices.

A3.9 - 10.4 Identify personal responsibilities for planning future goals.

A3.9 - 10.5 Demonstrate personal responsibility for researching postsecondary schools and careers.

P/S7.9-10.8 Identify personal strengths and assets.

Objective: To set SMART goals for students freshman year in the domains of Academic, Career and Personal Social. All goals are completed on Naviance.

Essential Questions: What Academic, Career and Personal/Social goals have been identified by the student as a priority for their 10th grade year.

Lesson Plan/Activities: The 10th grade SMART goals are addressed during the freshmen planning meeting with his or her counselor.

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level 10**

**Lesson Title: Career Awareness Lesson**

**Grade Level: 10**

Content Area: \_\_\_\_\_ Academic      X   Career    \_\_\_\_\_ Personal/Social  
Timeline:

Spring Semester: 25 minutes

Method of Delivery: \_\_\_\_\_ Individual    \_\_\_\_\_ Group    \_\_\_\_\_ Classroom  
  X   Other: Health pull out

Student State Competencies Addressed:

C4.7 - 8.6: Study postsecondary education requirements of a selected number of career fields.

C4.7 - 8.7: Describe the relationship between career interests, high school course selection and postsecondary education options.

C6.9-10.6 Identify the requirements for postsecondary education programs of interest.

Objective:

Learn about the variety of traditional and nontraditional occupations

Develop career awareness and acquire career information

Essential Questions:

What are your options after high school?

What are some non-traditional jobs and their qualifications?

Lesson Plan/Activities:

1. Briefly describe the objectives of the session.
2. Present PowerPoint presentation with discussion with students throughout the lesson.  
Discussion is facilitated at the beginning of the presentation with the slide, "What are my options after high school?" and at the end of the presentation with the slide, "Discussion."
3. Guess the Career Game (located on slide 3)
  - a. Put a picture of the job title in each student's head band. Everyone needs to keep the pictures secret.
  - b. Explain to the students that they will try to guess the career pictured on their back by asking others yes/no questions such as:
    - Do you need a college education?
    - Does it require strong reading and/or math skills?
    - Do you work with other people?

Do you need computer skills?

Does the job require physical strength?

- c. Students remove the pictures as they correctly guess the career.
4. End the PowerPoint with a class discussion prompted on slide.

Questions:

1. How is the world of career opportunities different now than it was in the past?
  - a. Careers that have never existed before
  - b. Careers that you work from home
  - c. Both men and women will spend at least 30 to 40 years in the workforce
2. What could you do to make your options different from everyone else?
  - a. Take courses in high school that give you skills or help you on a pathway to develop skills. Such as electives courses, Career Pathway courses, etc.
  - b. Volunteer.
  - c. Double major in college or pursue a major and a minor.
3. What are the advantages to going a different direction from the other students in your class?
  - a. more opportunities
  - b. higher wages
  - c. higher demand
  - d. more interesting job
  - e. more job satisfaction
  - f. better benefits
4. What are some barriers to pursuing a nontraditional job?
  - a. Social or cultural expectations
  - b. Lack of support from family, friends, teachers, classmates, coworkers
  - c. Limited prior experience
  - e. stereotyping
5. Have students complete their "Exit Ticket" (prompted on the last slide) and allow sufficient time for the students to finish and collect it.

Material(s) needed:

- Laminated cards with pictures of job titles
- Headbands Game & Headbands
- PowerPoint Presentation
- Computer
- Projector

Method of Evaluation:

Pre and Post test     Product completion     Presentation  
 Other: Exit Ticket

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 11<sup>th</sup> grade**

**Lesson Title: Financial Reality**

**Grade Level: 11th grade**

Content Area:  Academic     Career     Personal/Social

Timeline:

Method of Delivery:  Individual     Group     Classroom     Other

Student State Competencies Addressed:

The student will:

A3. 11 – 12.1 Understand how school success and academic achievement enhance future career and vocational opportunities.

A3. 11 - 12.3 Demonstrate an understanding of the value of lifelong learning.

A3. 11 - 12.4 Be aware of the characteristics of a college environment especially as it differs from high school.

C6.7-8.5 Identify career information resources

Goals:

- Develop skills for lifelong learning
- Prepare students for college and career readiness
- Prepare students in understanding the importance of furthering their education
- Develop awareness about financial responsibilities after graduation.

Lesson Plan/Activities:

1. Set up stations throughout the classroom
2. Pass out occupation card and family cards to students
3. Hand every student a budget worksheet explaining how to make debit and credits at each session.
4. Allow students to move in small groups to each station crediting or debiting their account.
5. End session starting discussion around which students ended the lesson financially stable.

Material(s) needed:

- Center Kit with seven stations, cards, and directions
- Budget sheet for each student

Method of Evaluation:

Pre and Post test     Product completion     Presentation  
 Other – please describe

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 11<sup>th</sup> grade**

**Lesson Title: Pre/Post SAT Lesson**

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

Content Area:  Academic     Career     Personal/Social

Method of Delivery:     Individual     Group     Classroom  
 Other: AIM-Admin/English

Student State Competencies Addressed:

The student will:

A3. 11 – 12.1 Understand how school success and academic achievement enhance future career and vocational opportunities.

A3. 11 - 12.3 Demonstrate an understanding of the value of lifelong learning.

A3. 11 - 12.4 Be aware of the characteristics of a college environment especially as it differs from high school.

Lesson Plan/Activities:

1. Review the PRE SAT lesson with students.
2. Review quick facts on the english and math section of the test.
3. Review the length and expectations of the day.
4. Review the scores and what they mean for the SAT
5. Provide the list of resources:
  - For personalized resources aligned to the SAT<sup>®</sup> Suite of Assessments (including the PSAT/NMSQT<sup>®</sup>), please visit:
    - [satpractice.org](http://satpractice.org)
  - For general information about the PSAT/NMSQT, please visit:
    - [collegeboard.org/psat](http://collegeboard.org/psat)
  - KHAN Academy
    - [Khanacademy.org](http://Khanacademy.org)
  - To find out more about National Merit Scholarship Corporation and its scholarships, visit:
    - [nationalmerit.org/nmsp.php](http://nationalmerit.org/nmsp.php)

Objectives:

- Students will gather knowledge about the SAT process preparing them for test day.
- Students will develop skills for lifelong learning
- Students will prepare students for college and career readiness
- Students will prepare for the online college planning process

Method of Evaluation:

Pre and Post test     Product completion     Presentation  
 Other: Presentation attendance



**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 11<sup>th</sup> grade**

**Lesson Title: Resume and Goals**

**Grade Level: 11th Grade**

Content Area:  Academic     Career     Personal/Social

Method of Delivery:  Individual     Group     Classroom  
 Other: USH/pull out

Student State Competencies Addressed:

A3.9 - 10.5 -Demonstrate personal responsibility for researching postsecondary schools and careers.

C6.9-10.4- Demonstrate skills to complete a job application.

C6.11 - 12.2 - Complete a personal data inventor to develop and modify a resume.

PS7.9 - 10.8 - Identify personal strengths and assets.

Lesson Plan/Activities:

Review by example Naviance resume builder.

Objectives:

Students will be able to:

- Learn how to write a resume
- Understand the importance of a resume and how to begin to start one
- Understand Naviance and the tools it offers.
- Identify personal achievements and strengths.

Method of Evaluation:

Pre and Post test     Product completion     Presentation     Other

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 11<sup>th</sup> grade**

**Lesson Title: College Search & Interview Questions**

**Grade Level: 11th Grade**

Content Area:  Academic     Career     Personal/Social

Method of Delivery:  Individual     Group     Classroom  
 Other: USH/pull out

Student State Competencies Addressed:

A3.11 - 12.4 - Be aware of the characteristics of a college environment especially as it differs from high school.

A3.9 - 10.5 - Demonstrate personal responsibility for researching postsecondary schools and careers.

C5.11-12.7 - Complete required steps toward transition from high school to entry into postsecondary education, training programs or work.

Lesson Plan/Activities:

1. Students will log into Naviance
2. Career counselor will demonstrate Naviance search options
3. Students will work independently to search for schools

Objectives:

-Students will demonstrate personal responsibility for researching postsecondary schools and careers.

-Identify the requirements for postsecondary education programs of interest.

Materials needed:

-computers or Chromebooks

Method of Evaluation:

Pre and Post test     Product completion     Presentation     Other

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 12<sup>th</sup> grade**

**Lesson Title: Senior Prep Day**

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

Content Area:  Academic     Career     Personal/Social

Timeline: To take place the week before school starts

Method of Delivery:  Individual     Group     Classroom  
 Other: Summer Event/AIM

Student State Competencies Addressed:

PS. 11 - 12.1 - Analyze their four-year educational career plan and make necessary modifications.

PS. 11 - 12.4 Identify resources to support transition from high school to postsecondary plan

A1. 11 - 12.7 Apply strategies to fulfill education and career goals outlined in their individual learning plan.

C5.11 - 12.5 - Identify requirements for postsecondary programs.

Lesson Plan/Activities:

1. Complete Senior Prep Day Checklist Activities (see below)

Objectives:

Students will:

- Develop skills for lifelong learning
- Prepare students for college and career readiness
- Prepare for the online college planning process

Materials needed:

- Senior Prep Day Checklist
- Resume/Brag Activity Sheets
- Computers or Chromebooks

Method of Evaluation:

Pre and Post test     Product completion     Presentation     Other

## Senior Prep Day Checklist:

Name:

Senior Prep Day

- Sign up for Remind
  
- Resume/Brag/Activity Sheet
  - Complete – this is your time to shine! Brag about yourself!
  - This is used for teachers’ and your counselor’s letters of recommendation.
  
- COMPLETE Naviance – Goals
  - Click “about me” tab
  - Click “goals”
  - Click “Add a new goal”
  - Complete the Academics, Career, and Personal/Social Goals for Grade 12
  - On the bottom page, click “add goal”
  - On left column, click “mark complete”
  
- CREATE a Common Application Account if you plan to apply to a CA school ([www.commonapp.org](http://www.commonapp.org))
  - Save and answer questions at ANOTHER TIME

**IMPORTANT: BE SURE TO SAVE YOUR COMMON APPLICATION USERNAME AND PASSWORD SOMEWHERE!!!**

**COUNSELOR initials**\_\_\_\_\_

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 12<sup>th</sup> grade**

**Lesson Title: College Fair**

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

Content Area:  Academic     Career     Personal/Social

Method of Delivery:  Individual     Group     Classroom  
 Other: Evening event

Student State Competencies Addressed:

C4.11 - 12.1 Assess strengths and weaknesses based on high school performance

A2.11 - 12.1 Implement strategies to achieve postsecondary goals.

A2.11 - 12.2 Explore the many options to pursue following graduation

Lesson Plan/Activities:

Evening Activity- A variety of schools and postsecondary representatives are available at individual tables for students and families to explore and ask questions.

Objectives:

-Students to identify potential schools of interest

-Students network with college recruiters

-Students and families learn more about educational options

Method of Evaluation:

Pre and Post test     Product completion     Presentation

Other: Feedback Survey

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 12<sup>th</sup> grade**

**Lesson Title: Senior College Planning Night**

**Grade Level: 12th grade**

Content Area:  Academic     Career     Personal/Social

Method of Delivery:  Individual     Group     Classroom  
 Other: Evening event

Student State Competencies Addressed:

C4.11 - 12.1 Assess strengths and weaknesses based on high school performance

A2.11 - 12.1 Implement strategies to achieve postsecondary goals.

A2.11 - 12.2 Explore the many options to pursue following graduation

Lesson Plan/Activities:

1. An introduction will be provided that includes the Guidance website-senior page, the program feedback form, scholarship list, evening program flyer, and Senior College Night handouts.
2. PowerPoint presentation by UConn Admissions staff that provides insight into the college application process, planning, and decision making.

Objective:

Student will prepare for the college planning process.

Materials:

-PowerPoint and technology (audio/visual) for presentation

-Event Flyer

-Program Feedback Forms

-Handouts:

Counselor Assignments  
Sample transcripts  
Sample School Profile  
Early Decision & Early Action  
Think About Your Future: College and Beyond  
Admissions and Financial Aid Guide Timeline  
Everything You Need to Know About Your College Application  
SAT Score Choice  
Applying to College: FAQs  
Are You Ready for the Common App?  
Applying to College as a Student Athlete  
What College Admissions Officers Look for  
Find Your Best College Fit  
How to Choose Dream, Match, and Safety Schools  
An Internet Road Map for the College-bound Student  
7 Common College Application Mistakes to Avoid  
College Admissions Glossary  
5 Ways College Application Essays and High School Essays Are Different  
College Application Checklist  
6 Quick Tips for Contacting Colleges  
Campus Visit Checklist  
Action Plan: High School Seniors  
Family Action Plan: 12th Grade  
4 Reasons to Consider Community College  
Community College Transfer Guide  
What to Do If You're Wait-listed  
Winning a Scholarship Quick Reference Guide  
Web Resources Guide

Method of Evaluation:

Pre and Post test     Product completion     Presentation  
 Other: Feedback Forms

**Ledyard High School**  
**Comprehensive Guidance and Counseling Program**  
**Grade Level: 12<sup>th</sup> grade**

**Lesson Title: Senior Survey**

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

Content Area:  Academic     Career     Personal/Social

Timeline:

Method of Delivery:  Individual     Group     Classroom     Other

Student State Competencies Addressed:

A3.11 - 12.3 - Demonstrate an understanding of the value of lifelong learning.

C4.11 - 12.7 - Develop a positive attitude toward working and learning.

PS.11 - 12.1 - Analyze their four-year education/career plan and make necessary modification

Lesson Plan/Activities:

See directions below.

Objectives:

- Prepare students for college and career readiness
- Promote self awareness
- Summarize their use of Naviance
- Review and recommend preferred guidance services or topics

**DIRECTIONS FOR COMPLETING THE SENIOR SURVEY**

Log on to your Naviance Family Connections account using  
your username and password.

Click on the “About Me” tab.

Click on “Senior Exit Survey” on the left side of the page.  
Complete the entire survey. The questions with an \* are  
mandatory for submission.

Click “Submit Answers” at the bottom of the page when  
finished.

Thank you!

Method of Evaluation:

Pre and Post test     Product completion     Presentation     Other