

Sachem Central School District

Student Support and Administration Office

As Sachem Central School District works to safeguard student health during the coronavirus (COVID-19) pandemic, school counselors are challenged to meet students' needs. Sachem's support team has developed some recommendations for talking to students about the pandemic, including encouraging parents to limit their children's exposure to news media, providing a calming influence to students as needed, and helping students address their fears.

[Here you will find a number of resources.](#)

While out of school, the Sachem school counselors want to ensure that students will continue to receive direct student services (instruction of the school counseling curriculum, advisement of future goals, and professional support to meet students' immediate needs) and indirect student services (consultation/sharing strategies for success, collaboration with Sachem staff/administrators and referrals for needed support) through working in a virtual or distance learning environment.

We will continue to update students and parents on internet outlets: Sachem Central School District website, individual Sachem school's websites, Twitter and the Remind app. To contact your school counselor, you can fill out a brief survey [click here](#) or email your counselor directly: email addresses by building are found below. Attached is a comprehensive outline to help our students meet their needs and lessons that should be followed through Naviance.

Well Wishes,

Latisa Graham

Director of Guidance

College & Career Counseling

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These concepts are individual and group discussions/lessons that will engage students in strategic and extended thinking which will lead to mastering sustainable skills for life.

Sachem School Counselors will encourage the Mindset Standards in all students:

Standard (2) Self Confidence in the ability to succeed

Standard (3) Sense of belonging in the school environment

Standard (1) Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being

Standard (4) Understanding the post-secondary education and lifelong learning are necessary for long-term career success

Students will demonstrate Behavior Standards In Social/Emotional Development

Understanding Self: SS Standard (8) Demonstrate advocacy skills and ability to assert self when necessary

| Concept | Grade 6 | Grade 7 | Grade 8 |
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| Self-Concept | Identify individual strengths and areas for personal growth and good citizenship | Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept | Identify thoughts and feelings and how they relate to self-concept |
| Balancing Life Roles | Identify and develop personal planning strategies to manage individual, family and school responsibilities | Apply personal planning strategies to balance individual, family and school responsibilities | Recognize the different roles and responsibilities people play in the family, school, and community and how those roles and responsibilities are interrelated |

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| Being a Contributing Member of a Diverse Global Community | Demonstrate skills needed to participate in team building | Identify and practice ways to be a contributing group member | Recognize personal ways for the individual to contribute as a member of the school community |
| Understanding Others: SS Standard (2) Create positive and supportive relationships with other students | | | |
| Quality Relationships | Identify interpersonal skills needed to maintain quality relationships | Practice effective interpersonal skills in a variety of social situations | Self-assess interpersonal skills that will help maintain quality relationships |
| Respect for Self and Others | Identify and develop strategies to promote acceptance and respect in the school | Promote acceptance and respect for individual differences | Apply strategies that promote acceptance and respect of others within the local community |

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| Personal Responsibility in Relationships | Apply problem-solving and conflict-resolution skills to new challenges | Practice problem-solving and conflict-resolution skills | Exhibit an awareness of personal responsibility in conflict situations |
| Understanding Personal Safety Skill and Coping Strategies: SS Standard (9) Demonstrate social maturity and behaviors appropriate to the situation and environment | | | |
| Safe and Healthy Choices | Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations | Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations | Recognize peer influence on risk-taking behaviors and consequences |

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| Personal Safety of Self and Others | Identify behaviors that compromise personal safety of self and others | Develop strategies to maintain personal safety | Apply strategies related to personal safety issues |
| Coping Skills | Review and revise strategies to cope with life-changing events | Apply coping skills to manage life-changing events | Evaluate coping skills to manage life-changing events |
| Students will demonstrate Behavior Standards In Academic Achievement | | | |
| Understanding Educational Achievement: LS Standard (4) Apply self-motivation and self-direction to learning | | | |
| Improvement of Academic Self-concept Leading to Life-long Learning | Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources | Demonstrate and refine study skills and test-taking strategies utilizing available academic resources | Consistently apply a system of study skills and test-taking strategies to promote academic success |

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| Self-management for Life-long learning | Develop and practice a self-management system to promote academic success | Demonstrate and refine a self-management system to promote academic success | Consistently apply a self-management system to promote academic success |
| Understanding Transitioning Between Educational Levels: LS Standard (7) Identify long and short term academic, career and social/emotional goals | | | |
| Transitions | Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations | Recognize ongoing academic expectations and develop strategies to meet increased demands | Identify the information and skills necessary to transition to high school |
| Understanding Developing Personal Plan of Study: LS (3) Use time-management, organizational and study skills | | | |

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| Personal Plan of Study for Life-long Learning | Utilize goal-setting to identify the impact of academic achievement on an educational plan | Assess academic achievement to refine educational goals for life-long learning | Design a Personal Plan of Study. |
| Students will demonstrate Behavior Standards In Career Exploration | | | |
| Understanding Planning Of Career Goals: SMS Standard (5) Demonstrate perseverance to achieve long and short-term goals | | | |
| Integration of Self-knowledge into Life and Career Plans | Use current interests, strengths, and limitations to guide individual career exploration | Use current interests, strengths, and limitations to guide career exploration and educational planning | Develop an educational and career plan based on current interest, strengths, and limitations |

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| Adaptations to World of Work and Technology Changes | Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future | Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes | Identify and explore a variety of resources to aid in career exploration and planning now and in the future |
| Respect for All Work | Recognize non-traditional work roles | Recognize the relevance of all work and workers, and their existence in a global society | Recognize the relevance of personal contributions made to school and community |
| <p>Understanding Applying Skills for Career Readiness and Success: SMS Standard (4) Demonstrate the ability to delay immediate gratification for long-term rewards</p> | | | |
| Career Decision Making | Evaluate career and educational information resources | Utilize career and educational information to explore career paths of interest | Compare personal interests with information about careers and education |

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| Education and Career Requirements | Compare different types of post-secondary training and education as they relate to career choices | Utilize a variety of resources to obtain information about the levels of training and education required for various occupations | Identify the training and education required for occupations in career paths of interest |
| Personal Skills for Job Success | Assess and analyze personal, ethical, and work habit skills as they relate to individual student success | Utilize information about personal, ethical, and work habit skills to enhance individual student success | Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan |
| Job Seeking Skills | Develop a resume of work experiences for home and school | Identify and demonstrate basic job seeking skills of interviewing and completing applications | Utilize a portfolio of middle school academic and volunteering experience |

Students will demonstrate Behavior Standards In Social/Emotional Development

Understanding Self: SS Standard (7) Use leadership and teamwork skills to work effectively in diverse teams

| Concept | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------|--|--|---|--|
| Self-Concept | Develop skills needed to maintain a positive self-concept | Implement skills necessary to exhibit and maintain a positive self-concept | Practice and modify the skills necessary to exhibit and maintain a positive self-concept | Utilize the skills necessary to exhibit and maintain a life-long positive self-concept |
| Balancing Life Roles | Recognize increased roles and responsibilities of the individual student within the family, school and local community | Prioritize roles and responsibilities and implement strategies in order to balance family, school, work, and | Identify and utilize resources to help balance family, school, work and local community roles | Exhibit the ability to balance personal, family, school, community and work roles |

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| | | local communities | | |
| Being a Contributing Member of a Diverse Global Community | Identify activities the individual student might participate in to become a contributing member of a school community | Identify and participate in activities that help the individual student become a contributing member of a global community | Build upon activities and experiences that help the individual student become a contributing member of a global community | Exhibit the personal characteristics of a contributing member of a diverse community |
| Understanding Others: SS Standard (2) Create positive and supportive relationships with other students | | | | |
| Quality Relationships | Demonstrate the ability to use interpersonal skills needed to maintain quality relationships | Practice interpersonal skills in order to help maintain quality relationships | Apply interpersonal skills needed to maintain quality relationships | Exhibit the interpersonal skills to maintain quality relationships |

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| Respect for Self and Others | Explore cultural identity and world views within the community | Promote acceptance and respect for cultural differences within the global community | Exhibit respect for different cultures and points of view | Advocate respect for individuals and groups |
| Personal Responsibility in Relationships | Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills | Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others | Accept personal responsibility in conflict situations | Utilize and accept personal responsibility in relationships with others |

Understanding Personal Safety Skill and Coping Strategies: SS Standard (9) Demonstrate social maturity and behaviors appropriate to the situation and environment

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| Safe and Healthy Choices | Identify problem-solving, decision-making and refusal skills needed to make safe and healthy life choices | Utilize decision-making skills to evaluate risk-taking behavior | Analyze the impact of personal decisions on the safety and health of self and others | Utilize decision-making skills to make safe and healthy life choices |
| Personal Safety of Self and Others | Identify and utilize resources available that address personal safety issues | Evaluate and review resources that address personal safety issues | Demonstrate skills that reinforce a safe environment for all students | Advocate for the personal safety of self and others |
| Coping Skills | Identify resources that can help manage life changes or events | Analyze and refine individual coping skills to manage life changing events | Apply individual coping skills to manage life-changing events | Exhibit coping skills to manage life-changing events |
| Students will demonstrate Behavior Standards In Academic Achievement | | | | |

Understanding Educational Achievement: LS Standard (1) Demonstrate critical-thinking skills to make informed decisions

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| <p>Improvement of Academic Self-concept Leading to Life-long Learning</p> | <p>Review and build upon educational skills necessary to progress toward life-long learning goals</p> | <p>Assess and apply educational skills necessary to progress toward individual life-long learning goals</p> | <p>Consistently utilize educational skills necessary to progress toward individual life-long learning goals</p> | <p>Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals</p> |
| <p>Self-Management for Life-long Learning</p> | <p>Review and build upon self-management system and adjust to increased academic demands</p> | <p>Assess and apply self-management system to meet increased academic demands</p> | <p>Consistently utilize self-management system and adjust to increased academic demands</p> | <p>Exhibit self-management skills necessary for educational achievement</p> |

Understanding Transitioning Between Educational Levels: LS Standard (7) Identify long and short term academic, career and social/emotional goals

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| Transitions | Apply information and skills necessary to transition into high school | Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options | Increase knowledge and refine skills in preparation for the senior year and post-secondary options | Utilize the achievement and performance skills necessary to transition to post-secondary options |
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Understanding Developing Personal Plan of Study: LS (3) Use time-management, organizational and study skills

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| Personal Plan for Study for Life-long Learning | Monitor and revise a personal plan of study | Explore options and resources available to further develop a personal plan of study for life-long learning | Evaluate and revise a personal plan of study for life-long learning | Apply information to revise and implement a personal plan of study necessary for life-long learning |
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Students will demonstrate Behavior Standards In Career Exploration

Understanding Planning Of Career Goals: SMS Standard (5) Demonstrate perseverance to achieve long and short-term goals

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| <p>Integration of Self-knowledge into Life and Career Plans</p> | <p>Compare current strengths and limitations with the individual 's career and educational plan and adjust the plan as necessary</p> | <p>Revisit current career and educational plan as it relates to evolving and/or new interests strengths, and limitations</p> | <p>Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics</p> | <p>Utilize knowledge of the world of work: personal interests and strengths and limitations to develop short and long term post-secondary plans</p> |
| <p>Adaptations to World of Work and Technology Changes</p> | <p>Recognize the 16 Career Clusters within 6 career paths for exploring and preparing for careers now and in the future</p> | <p>Evaluate a variety of resources to aid in career exploration and planning now and in the future</p> | <p>Utilize a variety of resources to aid in career exploration and planning</p> | <p>Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes</p> |

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| <p>Respect for All Work</p> | <p>Analyze and evaluate school and community contributions as they relate to one's career and educational plan</p> | <p>Analyze and evaluate school and community contributions as they relate to life career goals</p> | <p>Identify the value of personal contributions to the world of work as a result of one's career choices</p> | <p>Respect all work as important, valuable, and necessary in maintaining a global society</p> |
| <p>Understanding Applying Skills for Career Readiness and Success: SMS Standard (10) Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities</p> | | | | |
| <p>Career Decision Making</p> | <p>Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest</p> | <p>Analyze career and educational information to identify the most relevant resources for specific career options</p> | <p>Synthesize career and educational information gathered from a variety of sources</p> | <p>Utilize career and educational information in career decision-making</p> |

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| Education and Career Requirements | Identify the entrance requirements and application procedures for post-secondary options | Apply knowledge of self to make informed decisions about post-secondary options | Apply research skills to obtain information on training and education requirements for post-secondary choices | Know and understand the levels of training and education required for post-secondary choices and life career goals |
| Understanding Applying Skills for Career Readiness and Success: SMS Standard (4) Demonstrate the ability to delay immediate gratification for long-term rewards | | | | |
| Personal Skills for Job Success | Identify situations which would compromise ethical habits in school or work situation | Identify the steps which can be used to resolve ethical issues related to school or work situations | Demonstrate the steps which can be used to resolve ethical issues related to school or work situations | Apply personal, ethical and work habit skills that contribute to job success |

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| Job Seeking Skills | Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community | Compare and contrast the post-secondary application process to the job application process | Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities | Utilize appropriate job-seeking skills to obtain employment |
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Naviance Lessons Scope & Sequence: 2019-2020

Sachem Central School District

District Readiness

Students are more likely to be engaged and take ownership of their learning if they have in place to explore and try new ideas. The network of adults providing consistent encouragement and feedback helps to drive curiosity and a student's growth potential for post secondary options. District-wide implementation of Naviance will support Sachem Public Schools' efforts to ensure its mission to "motivate our students to become the best possible version of themselves." Which encourages students to become college and career ready.

Lessons Week One: March 30-April 3, 2020

6th Grade-Log on to Naviance to Career Exploration: RoadTrip Nation-Explore one Career that interests you

7th Grade-Log on to Naviance to Resume Building-add in your activities, skills, awards and any volunteering

8th Grade-Log on to Naviance to College Search-Explore different colleges: look at the size, location and programs

9th Grade-Log on to Naviance to Careers: Find 3 Careers that interest you and add them to your list

10th Grade-Log on to Naviance to Resume Building-add in your activities, skills, awards and any volunteering





11th Grade-Log on to Naviance to College Search: Find 5 Colleges that interest you and add them to your college list




12th Grade- Log on to Naviance to Senior Survey: double click the submission status of the colleges you applied to update the survey

Naviance College, Career, and Life Readiness Framework










6th Grade



| Scope & Sequence Activity | Description | Data Points Measured | Alignment with Naviance CCLR Framework |
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| Complete Transition to MS Survey (15 minutes) | Students will complete a survey asking questions about their transition from elementary school to middle school | <ul style="list-style-type: none"> % of students who complete survey |  |
| Explore Roadtrip Nation (30 minutes) | Students will watch leader videos in the Roadtrip Nation Interview Archive and complete a survey about their experience | <ul style="list-style-type: none"> % of students who complete survey |    |

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| Identify Academic SMART goal (10 minutes) | Use goal-setting features to create an academic goal. | <ul style="list-style-type: none"> • % of students who complete Academic SMART goal |   |
| IPR Survey | Student/Counselor Completes Survey during IPR | <ul style="list-style-type: none"> • |  |





7th Grade





| Scope & Sequence Activity | Description | Data Points Measured | Alignment with Naviance CCLR Framework |
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| Explore Roadtrip Nation (30 minutes) | Students will watch leader videos in the Roadtrip Nation Interview Archive and complete a survey about their experience | <ul style="list-style-type: none"> • % of students who complete survey |   |

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| Career Cluster Finder | Students will take Career Cluster Finder | • |  |
| Add Career Clusters to Favorites List (10 minutes) | Students add one or more career clusters to the Favorites List in Naviance Student. Students are encouraged to use Career Cluster Finder assessment results to save related careers. | • % of students who add career clusters to favorites list |   |
| Learning Styles Inventory | Learning Styles Inventory- The Learning Style Inventory assessment allows students to boost academic potential by recognizing their natural learning style, discover better learning strategies, and gain career development skills. | • | |
| Identify Academic SMART goal (10 minutes) | Use goal-setting features to create an academic goal. | • % of students who complete Academic SMART goal |  |

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| IPR Survey | Student/Counselor Completes Survey during IPR | • |  |







8th Grade

| Scope & Sequence Activity | Description | Data Points Measured | Alignment with Naviance CCLR Framework |
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| Complete Strengths Explorer (20 minutes) | Strengths Explorer assesses 10 talent themes for individuals and identifies each student's three strongest emerging talents. | • % of students who complete Strengths Explorer assessment |   |
| Add Career Clusters to Favorites List (10 minutes) | Students add one or more career to their Favorites List in Naviance Student. Students are encouraged to use Career Cluster Finder assessment results to save related careers. Saved career clusters should be used for Academy selection | • % of students who add career clusters to favorites list |   |






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| Build Resume (20 minutes) | Compile a list of academic and extracurricular activities and honors. | <ul style="list-style-type: none"> • % of students who build a resume |   |
| IPR Survey | Student/Counselor Completes Survey during IPR | <ul style="list-style-type: none"> • |  |
| Complete Transition to HS Survey (15 minutes) | Students will complete a survey asking questions about their transition from elementary school to middle school | <ul style="list-style-type: none"> • % of students who complete survey |  |





9th Grade

| Scope & Sequence Activity | Description | Data Points Measured | Alignment with Naviance CCLR Framework |
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| <p>Explore Roadtrip Nation (30 minutes)</p> | <p>Students will watch leader videos in the Roadtrip Nation Interview Archive and complete a survey about their experience</p> | <ul style="list-style-type: none"> • % of students who complete survey |   |
| <p>Complete Do What you are Assessment (20 minutes)</p> | <p>DWYA assesses 10 talent themes for individuals and identifies each student's three strongest emerging talents.</p> | <ul style="list-style-type: none"> • % of students who complete DQYA assessment |   |
| <p>Add Career s to Favorites List (10 minutes)</p> | <p>Students add one or more career clusters to Favorites List in Naviance Student. Students are encouraged to use Career Cluster Finder assessment results to save related careers.</p> | <ul style="list-style-type: none"> • % of students who add career clusters to favorites list |  |
| <p>IPR Survey</p> | <p>Student/Counselor Completes Survey during IPR</p> | <ul style="list-style-type: none"> • |  |







10th Grade

| Scope & Sequence Activity | Learning Objective(s) | Data Points Measured | Alignment with Naviance CCLR Framework |
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| Explore Roadtrip Nation (30 minutes) | Students will watch leader videos in the Roadtrip Nation Interview Archive and complete a survey about their experience | <ul style="list-style-type: none"> • % of students who complete survey |    |
| Search for Colleges Using SuperMatch and save colleges (20 minutes) | Students will learn important details about their colleges of interest. Students add colleges they are interested in to the Colleges I'm Thinking About list. | <ul style="list-style-type: none"> • % of students who use SuperMatch • % of students who add colleges to a list of Colleges I'm Thinking About |   |






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| Add College/s to List of Colleges I'm Thinking About (10 minutes) | Students add colleges they are interested in to a list of colleges they are thinking about. | <ul style="list-style-type: none"> % of students who add colleges to a list of Colleges I'm Thinking About |  |
| Updating Resume (20 minutes) | Compile a list of academic and extracurricular activities and honors. | <ul style="list-style-type: none"> % of students who build a resume |   |
| IPR Survey | Student/Counselor Completes Survey during IPR | <ul style="list-style-type: none"> |  |


11th Grade

| Scope & Sequence Activity | Learning Objective(s) | Data Points Measured | Alignment with Naviance CCLR Framework |
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| Attend a College Visit (30-45 minutes) | Students will attend visits scheduled by counselors at their high school and track their attendance in Naviance | <ul style="list-style-type: none"> % of students who attend a college visit |  |

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| Add College/s to List of Colleges I'm Thinking About (10 minutes) | Students add colleges they are interested in to a list of colleges they are thinking about. | <ul style="list-style-type: none"> • % of students who add colleges to a list of Colleges I'm Thinking About |  |
| Build Resume (20 minutes) | Compile a list of academic and extracurricular activities and honors. | <ul style="list-style-type: none"> • % of students who build a resume |   |
| IPR Survey | Student/Counselor Completes Survey during IPR | <ul style="list-style-type: none"> • |  |

12th Grade

| Scope & Sequence Activity | Learning Objective(s) | Data Points Measured | Alignment with Naviance CCLR Framework |
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| Add Colleges to Colleges I'm Applying To List (30 minutes) | Students add colleges to their college application list, request transcripts, and recommendations. | <ul style="list-style-type: none"> • % of students who add colleges to their Colleges I'm Applying To list |  |
| College Essay Completion | Students complete and Upload outline | <ul style="list-style-type: none"> • % of students who upload outline | |
| Finalize Resume (20 minutes) | Compile a list of academic and extracurricular activities and honors. | <ul style="list-style-type: none"> • % of students who build a resume |   |
| Add Scholarship to Scholarship Application List (10 minutes) | Students add scholarships to their scholarship application list in Naviance Student. | <ul style="list-style-type: none"> • % of students who add scholarship applications to their list |  |
| Complete Senior Graduation Survey (20 minutes) | Complete custom district graduation survey in Naviance Student. | <ul style="list-style-type: none"> • % of students who complete Graduation Survey |  |
| Financial Aid Night | Students attend financial aid night | <ul style="list-style-type: none"> • Staff Marks Complete | |

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| Complete FAFSA | Students upload FAFSA confirmation number | <ul style="list-style-type: none">• % of students who post a comment of their FAFSA number• Staff Marks Complete | |
| IPR Survey | Student/Counselor Completes Survey during IPR | <ul style="list-style-type: none">• |  |

