**School Counseling Core Curriculum Lesson Plan**

**School Counselor:** Carol Chaparro

**Date:**    October 22, 2018

**Activity:**   Classroom Lesson over acclimating to US schools, setting academic and post-

secondary goals, and self-advocacy in achieving those goals.

**Audience:** ELL & SIFE 9-12 New to US Schools

**ASCA Mindsets & Behaviors (Domain/Standard):**  
Domain: Academic, Career, and Social/Emotional Development  
Standards: Category 1: Mindset Standards:

* M 2. Self confidence in ability to succeed
* M 3. Sense of belonging in school environment

Category 2: Behavior Standards

1. Learning Strategies:
   * B-LS 7. Identify long- and short-term academic, career, and social-emotional goals.
2. Self-Management Skills:
   * B-SMS 6. Demonstrate ability to overcome barriers to learning
3. Social Skills:
   * B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

**Learning Objective(s) (aligns with Competency):**  
1. Students will complete a survey, before the initial session, about their feelings and needs in

acclimating to US schools.

2. Students will look at the similarities and differences in the education culture and system between

US schools and schools in their home country.

3. Students will be able to identify what is appropriate physical contact in school and what is not.​

4. Students will be able to identify the academic requirements for graduation from a US high school.

5. Students will identify SMART goals (short-term and long-term).

6. Students will see what areas they need for graduation and what they can do to achieve that.

7. Students will create a plan to self-advocate to achieve their academic goals.

8. Students will complete a post survey.

**Materials:** Survey, PowerPoint presentation, computer, projector, Venn Diagram, SMART goal setting sheet, High School class planning sheet, students’ transcripts,

​

**Procedure:**  Students will watch a 10-minute clip of MOVIE to show school here in the US. 5-10-minute discussion about movie and the differences that they saw between school here and school in their home country. Counselor and Students will complete a Venn Diagram with similarities and differences. Counselor will hand out the students’ transcripts and a copy of the academic credit requirements for graduation. Each student will match what they have with what is needed. Each student will make a tentative plan for completing high school by the age of 18 (with help from the counselor). Counselor will demonstrate how to create a SMART goal. Each student will create a SMART short-term goal (before graduation) and a SMART long-term goal (after graduation) with help from the counselor. Students will highlight areas where they can self-advocate to reach those academic and career goals.

**Plan for Evaluation:** How will each of the following be collected?    
-Process Data: 10 students per session in this class. Data is collected through academic plan, transcripts, and counselor’s electronic records.   
-Perception Data: The survey results will be used to obtain the students’ perceptions.  
-Outcome Data: SMART short-term and long-term goals for students, student’s post survey.

​

**Follow Up:** This will probably consist of 2 lessons in order to complete the entire process. A 3rd lesson, individual appointments, or referral to another small group session will tentatively be scheduled based on the SMART goals and student perceptions if the counselor sees a need.