



## West Windsor-Plainsboro Regional School District Middle School Guidance Curriculum\*

\*Please note that each school selects units from this document tailored to the students' needs and not every unit will be taught in every school.

**Unit Title: ACADEMIC DEVELOPMENT**

**Content Area:** Guidance

**Activity & Grade Level:** I&RS and/or 504 /Grades 6-8

**Summary & Rationale:**

WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.

WW-P Strategic Plan #3: Recognizing that children need to balance physical, social, emotional, and academic needs, we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child.

Intervention and Referral Services Committee (I&RS) and 504 Committee offer formalized supports for students who are experiencing difficulties academically, behaviorally and/ or socially/emotionally. I&RS identifies one goal and produces an action plan to be revisited after 6-8 weeks for effectiveness. A 504 plan outlines specific accommodations for those students deemed eligible. While the committee decision-making and planning processes are adult-centered, the results are student-centered and focus on student improvement.

**Timeline:**

September – June as needed.

**NJ Core Curriculum Content Standards, 2014**

**21st Century Life & Careers Standards: Career-Ready Practices**

**CRP3.** Attend to personal health and financial well-being.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

**ASCA Mindsets & Behaviors Standards, 2014**

**Mindset Standards**

**M 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

**M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes

**Behavior Standards: Learning Strategies**

**B-LS 1:** Demonstrate critical-thinking skills to make informed decisions

**B-LS 6:** Set high standards of quality

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 8:** Actively engage in challenging coursework

**Behavior Standards: Self-Management Skills**

**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals

**B-SMS 6:** Demonstrate ability to overcome barriers to learning

**B-SMS 7:** Demonstrate effective coping skills when faced with a problem

**Behavior Standards: Social Skills****B-SS 1:** Use effective oral and written communication skills and listening skills**B-SS 2:** Create positive and supportive relationships with other students**B-SS 3:** Create relationships with adults that support success**B-SS 4:** Demonstrate empathy**B-SS 5:** Demonstrate ethical decision-making and social responsibility**B-SS 6:** Use effective collaboration and cooperation skills**B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary**B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment**ASCA National Standards****Standard B (Academic):** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1.4      Seek information and support from faculty, staff, family and peers

A:B2.2      Use assessment results in educational planning

A:B2.3      Develop and implement annual plan of study to maximize academic ability and achievement

**Standard B (Social Emotional):** Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1.1      Use a decision-making and problem-solving model

PS:B1.2      Understand consequences of decisions and choices

PS:B1.3      Identify alternative solutions to a problem

PS:B1.4      Develop effective coping skills for dealing with problems

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

**Instructional Focus****Unit Enduring Understandings**

This unit will explore student learning styles and apply appropriate study strategies, balance academic responsibilities, and set goals for school success. It will also consider a student's social-emotional development, ability to problem solve, manage behaviors and apply appropriate coping mechanisms.

**Unit Essential Questions**

- What is my learning style and what are the best study strategies for me?
- What is academic integrity?
- What are my academic challenges?
- What informal and/or formal supports are necessary for me?
- What can I do to be a confident life-long learner?

**Objective:** Students will meet with success with supports identified by I&RS/504 committees.**Students will:**

- Understand their current performance and areas in need of improvement.
- Learn to articulate feelings regarding their competence and confidence as learners.

- Understand the suggestions of the committee and how to apply them.
- Communicate with school counselor areas of successful implementation and those that still need attention.

### Evidence of Learning

**Assessment:** Feedback from students, parents, and teachers prior to review of action plan or 504 plan.

**Questions:**

- (For teachers) Which strategies/accommodations did you find helpful and useful?
- (For the committee) Which strategies have been effective and not, and what evidence supports this?
- (For the students) Which strategies/accommodations did you find helpful and useful?
- (For both) What areas, if any, need to be addressed next?

**Competencies for 21<sup>st</sup> Century Learners**

<b>X</b>	Collaborative Team Member	<b>X</b>	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner

### Resources

**Method of Delivery:**

- I&RS / 504 Committee Meetings
- Individual Follow-up
- Team Meetings

**Suggested Resources:**

- District I&RS/504 Curriculum
- NJ Department of Education Resource Manual for I&RS Services
- Infinite Campus/District Student Database Management System
- The Teacher’s Resource Guide
- Pre-Referral Intervention Manual (PRIM)
- I&RS / 504 Committee Parent, Teacher, Student feedback forms
- Relevant Student History and Data from Cumulative File

**Consultations**

- Parent
- Team Teachers (team meetings)
- Off-Team Teachers
- Administration
- Counselors
- CST
- Nurse
- Special Services Teachers
- Outside Professionals (Physicians, Therapists etc.)

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>

ASCA Mindsets & Behaviors for Student Success, 2014

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

<b>Unit Title: Academic Development</b>
<b>Content Area:</b> Guidance
<b>Activity &amp; Grade Level:</b> Academic Integrity Grades 6-8
<b>Summary &amp; Rationale:</b>
<p>WW-P Strategic Plan #2: Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges, and to contribute proactively toward a more peaceful, just, inclusive, and secure world.</p> <p>Integrity is an important personal attribute that extends to the preparation and representation of academic work. 21st century learners are in the technological age and need to understand skills such as proper citation, not copying others' work, not sharing answers, etc.</p>
<b>Timeline:</b>
September-June
<b>NJ Core Curriculum Content Standards, 2014</b>
<p><b>21st Century Life &amp; Careers Standards: Career-Ready Practices</b></p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2.</b> Apply appropriate academic and technical skills.</p> <p><b>CRP9.</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p>
<p><b>8.1 Educational Technology</b></p> <p><b>Strand D: Digital Citizenship</b></p> <p><b>8.1.8.D.2</b> Demonstrate the application of appropriate citations to digital content.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking-Programming</b></p> <p><b>Strand B: Technology and Society</b></p> <p><b>8.1.8.B.2</b> Identify the desired and undesired consequences from the use of a product or system.</p>
<b>ASCA Mindsets &amp; Behaviors Standards, 2014</b>
<p><b>Mindset Standards</b></p> <p><b>M 6:</b> Positive attitude toward work and learning</p>
<p><b>Behavior Standards: Learning Strategies</b></p> <p><b>B-LS 1:</b> Demonstrate critical-thinking skills to make informed decisions</p> <p><b>B-LS 5:</b> Apply media and technology skills</p> <p><b>B-LS 6:</b> Set high standards of quality</p>
<p><b>Behavior Standards: Self-Management Skills</b></p> <p><b>B-SMS 1:</b> Demonstrate ability to assume responsibility</p> <p><b>B-SMS 2:</b> Demonstrate self-discipline and self-control</p>
<p><b>Behavior Standards: Social Skills</b></p> <p><b>B-SS 5:</b> Demonstrate ethical decision-making and social responsibility</p>
<b>ASCA National Standards</b>
<p><b>Standard A (Academic):</b> Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>

**Standard B (Academic):** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:A1.3	Take pride in work and achievement
A:A3.1	Take responsibility for their actions
A:B1.5	Organize and apply academic information from a variety of sources

**Instructional Focus**

**Unit Enduring Understandings**

This unit will explore their learning styles and apply appropriate study strategies, balance academic responsibilities, and set goals for school success.

**Unit Essential Questions**

- What is my learning style and what are the best study strategies for me?
- What is academic integrity?
- What are my academic challenges?
- What informal and/or formal supports are necessary for me?
- What can I do to be a confident life-long learner?

**Objective:** The students will learn the definition of academic integrity and how to apply it to everyday situations.

**Students will:**

- learn they need to give proper credit to ideas , words and work that was developed by others.
- learn how to properly prepare for tests and assignments.
- learn not to accept/share information in advance of tests.
- learn not to accept/share homework assignments.

**Evidence of Learning**

**Assessment:** Exit slip

**Questions:**

- What are three things you can do to demonstrate academic integrity?

**Competencies for 21<sup>st</sup> Century Learners**

	Collaborative Team Member		Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen	<b>X</b>	Information Literate Researcher
	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner

## Resources

### Method of Delivery:

- Large Group (by team or by classrooms)
- Individual and/or small group follow up

### Suggested Resources:

- Developmental Lesson Plan
- Student Agenda Book with Academic Integrity Policy
- Academic Integrity poster
- On-line resources such as [Turnitin.com](http://Turnitin.com)

### Consultations

- Media Specialist (co-teach or consultation)
- Team Teachers (team meetings)
- Off-team teachers
- Administration

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>

ASCA Mindsets & Behaviors for Student Success, 2014

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

## Unit Title: Academic Development

**Content Area:** Guidance

**Activity & Grade Level:** High School Transition Grade 8

### Summary & Rationale:

WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.

As students move from middle school to high school they encounter academic and social challenges that require new skills. Our goal is to provide them the support they need to successfully transition to their first year of high school.

### Timeline:

January – June

### NJ Core Curriculum Content Standards, 2014

#### 21st Century Life & Careers Standards: Career-Ready Practices

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP7.** Employ valid and reliable research strategies.

**CRP10.** Plan education and career paths aligned to personal goals.

### ASCA Mindsets & Behaviors Standards, 2014

#### Mindset Standards

**M 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

**M 2:** Self-confidence in ability to succeed

**M 3:** Sense of belonging in the school environment

**M 6:** Positive attitude toward work and learning

#### Behavior Standards: Learning Strategies

**B-LS 1:** Demonstrate critical-thinking skills to make informed decisions

**B-LS 3:** Use time-management, organizational and study skills

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 8:** Actively engage in challenging coursework

**B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions

**B-LS 10:** Participate in enrichment and extracurricular activities

#### Behavior Standards: Self-Management Skills

**B-SMS 1:** Demonstrate ability to assume responsibility

**B-SMS 4:** Demonstrate ability to delay immediate gratification for long-term rewards

**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals

**B-SMS 6:** Demonstrate ability to overcome barriers to learning



**B-SMS 8:** Demonstrate the ability to balance school, home and community activities  
**B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Behavior Standards: Social Skills**

**B-SS 1:** Use effective oral and written communication skills and listening skills  
**B-SS 3:** Create relationships with adults that support success  
**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary  
**B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment

**ASCA National Standards**

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

<b>A:A1</b>	Improve academic self-concept
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<b>A:A2</b>	Acquire skills for improving learning
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<b>A:A3</b>	Achieve school success
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**Academic Development Standard B:** Students will complete school with the academic preparation essential to choose a wide range of substantial post-secondary options, including college.

<b>A:B1</b>	Improving learning
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<b>A:B2</b>	Plan to achieve goals
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**Personal/Social Development Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to understand and respect self and others

<b>PS:A1</b>	Acquire Self-Knowledge
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<b>PS:A2</b>	Acquire Interpersonal Skills
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**Personal/Social Development Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.

<b>PS:B1</b>	Self-knowledge Application
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**Personal/Social Development Standard C:** Students will understand safety and survival skills

<b>PS:C1</b>	Acquire Personal Safety Skills
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**Unit Enduring Understandings**

As students move from middle school to high school they will need to make informed decisions about classes and activities.

**Unit Essential Questions**

- How can 8th graders prepare for the transition to high school?
- What are your short and long term goals for high school and beyond?
- What information do you need to make their first decisions for high school?
- What resources are available to help you succeed academically?
- How can you become an active part of your school community?

**Objective:** Provide both formal and informal supports for students as they make their first choices about high school. Students will learn about resources available to assist them in making a successful transition to high school and setting and meeting academic, personal and social goals.

**Students will:**

- identify the differences between middle school and high school.
- understand high school graduation requirements and how to make appropriate course selections.
- identify extracurricular options.
- identify the available resources in high school.
- meet with their assigned High School Counselor.

**Evidence of Learning**

**Assessment:**

- Successful 9th grade course selections.
- Participation in individual, and small and large group meetings.

**Competencies for 21<sup>st</sup> Century Learners**

	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

**Resources**

**Method of Delivery:**

- Assembly with High School Guidance Department
- Individual and/or small group follow-up
- Articulation with High School Counselors

**Suggested Resources:**

- District website
- Program of Studies and Planning Booklet
- Director of Guidance

**Consultations:**

- Parent
- Administration
- High School Counselors

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>

ASCA Mindsets & Behaviors for Student Success, 2014

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

## Unit Title: Academic Development

**Content Area:** Guidance

**Activity & Grade Level:** Middle School Transition Grade 6

### Summary & Rationale:

WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.

Middle school is a time of change. The differences between elementary school and middle school are vast and varied. Providing guidance and resources is necessary for a smooth transitional process.

### Timeline:

Spring of 5<sup>th</sup> grade through Fall of 6<sup>th</sup> grade

### NJ Core Curriculum Content Standards, 2014

#### 21st Century Life & Careers Standards: Career-Ready Practices

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP12.** Work productively in teams while using cultural global competence.

#### 8.1 Educational Technology

##### Strand D: Digital Citizenship

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse

### ASCA Mindsets & Behaviors Standards, 2014

#### Mindset Standards

**M 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

**M 2:** Self-confidence in ability to succeed

**M 3:** Sense of belonging in the school environment

**M 6:** Positive attitude toward work and learning

#### Behavior Standards: Learning Strategies

**B-LS 1:** Demonstrate critical-thinking skills to make informed decisions

**B-LS 3:** Use time-management, organizational and study skills

**B-LS 4:** Apply self-motivation and self-direction to learning

**B-LS 5:** Apply media and technology skills

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 8:** Actively engage in challenging coursework

**B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions

**Behavior Standards: Self-Management Skills****B-SMS 1:** Demonstrate ability to assume responsibility**B-SMS 2:** Demonstrate self-discipline and self-control**B-SMS 7:** Demonstrate effective coping skills when faced with a problem**B-SMS 8:** Demonstrate the ability to balance school, home and community activities**B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**Behavior Standards: Social Skills****B-SS 1:** Use effective oral and written communication skills and listening skills**B-SS 2:** Create positive and supportive relationships with other students**B-SS 3:** Create relationships with adults that support success**B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary**B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment**ASCA National Standards****Standard C (Academic):** Students will understand the relationship of academics to the world of work and to like at home and in the community.**Standard A (Personal/Social Development):** Students will acquire knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**Standard C (Personal/Social Development):** Students will understand safety and survival skills.**A:C1.1**

Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family time

**PS:A1.4**

Understand change is part of growth

**PS:C1.6**

Identify resource people in the school and community, and know how to seek their help

**Instructional Focus****Unit Enduring Understandings**

This unit will allow students to understand that many changes transpire during middle school and there are resources to help.

**Unit Essential Questions**

- What is different in middle school?
- Who can help you with these new challenges?
- How do you balance interests and abilities with academic expectations?
- How do you plan to be successful in school?

**Objective:** Students will learn about the resources and skills they need for successful transition to middle school.**Students will:**

- Identify the differences between elementary and middle school.
- Identify the academic, social, and personal changes that occur during middle school.
- Identify the available resources in the middle school.

## Evidence of Learning

**Assessment:** (Developmental lesson) Students will complete an exit survey identifying any areas of concern.

- What have you handled well?
- Who has been helpful to you?
- What has already been a challenge?
- What are stressors in your life?

### Competencies for 21<sup>st</sup> Century Learners

	Collaborative Team Member	<b>X</b>	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner

## Resources

### Method of Delivery:

- Developmental Lesson Plan – Introduction to School Counseling and Middle School
- Rising 6<sup>th</sup> grade parent night/orientation
- 5<sup>th</sup> grade classroom visits
- Individual and/or small group follow-up
- Summer Open House

### Suggested Resources:

- Exit survey

### Consultations:

- Parent
- Team Teachers (team meetings)
- Off-team teachers
- Administration (Scheduling)
- Previous school counselor (Millstone or Village)

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>

ASCA Mindsets & Behaviors for Student Success, 2014

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

## Unit Title: Academic Development

**Content Area:** Guidance

**Activity & Grade Level:** Stress Management Grades 6-8

### Summary & Rationale:

WW-P Strategic Plan #3: Recognizing that children need to balance physical, social, emotional, and academic needs, we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child.

Middle school students begin to experience pressure, strain, anxiety, worry, and tension as they juggle studies, activities, social time and family expectations. They need to explore when stress is normal and when it has negative effects, i.e. on academics, as well as positive coping strategies.

### Timeline:

September-June

### NJ Core Curriculum Content Standards, 2014

#### 21st Century Life & Careers Standards: Career-Ready Practices

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

### ASCA Mindsets & Behaviors Standards, 2014

#### Mindset Standards

**M 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

**M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes

**M 6:** Positive attitude toward work and learning

#### Behavior Standards: Learning Strategies

**B-LS 3:** Use time-management, organizational and study skills

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 10:** Participate in enrichment and extracurricular activities

#### Behavior Standards: Self-Management Skills

**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals

**B-SMS 6:** Demonstrate ability to overcome barriers to learning

**B-SMS 7:** Demonstrate effective coping skills when faced with a problem

**B-SMS 8:** Demonstrate the ability to balance school, home and community activities

**B-SMS 9:** Demonstrate personal safety skills

**B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Behavior Standards: Social Skills****B-SS 1:** Use effective oral and written communication skills and listening skills**B-SS 2:** Create positive and supportive relationships with other students**B-SS 3:** Create relationships with adults that support success**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary**ASCA National Standards****Standard A** (Academic): Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**Standard C** (Academic): Students will understand the relationship of academics to the world of work and to life at home and in the community.**Standard B** (Personal/Social): Students will make decisions, set goals and take necessary actions to achieve goals.

A:A2.1 Apply time-management and task-management skills

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

PS:B1.4 Develop effective coping skills for dealing with problems

**Instructional Focus****Unit Enduring Understandings**

This unit will explore students' emotions, understand stressors, and identify positive and negative coping strategies and resources.

**Unit Essential Questions**

- What causes stress?
- When is stress productive?
- When is stress problematic?
- What are negative and positive coping skills?
- Who and what are productive resources when we need support?

**Objective:** Students will learn the causes and effects of both good and bad stress, learn how stressors can affect academic progress, and learn positive ways to cope.**Students will:**

- Identify causes and effects of both "good" and "bad" stress.
- Learn how stress affects our lives at school, at home, and with friends.
- Learn how stress affects us physically, emotionally, and/or socially.
- Learn when stress has gotten to a point where they need to seek out resources to cope.
- Identify positive coping strategies.

## Evidence of Learning

**Assessment:** Complete assigned task of setting a personal goal to identify an area of stress and a plan to address it.

**Questions:**

- What is an area of stress for you?
- What is your goal to change this area?
- By using the S.M.A.R.T. goal format, how can you attain your goal?

**Competencies for 21<sup>st</sup> Century Learners**

	Collaborative Team Member	<b>X</b>	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner

### Resources

**Method of Delivery:**

- Large group
- Individual and/or small group follow up

**Suggested Resources:**

- Naviance (student goals)
- Developmental Lesson Plan

**Consultations**

- Parent
- Team Teachers (team meetings)
- Off-team teachers
- Administration
- Nurse

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>  
 ASCA Mindsets & Behaviors for Student Success, 2014  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>



<b>Unit Title: Academic Development</b>
<b>Content Area:</b> Guidance
<b>Activity &amp; Grade Level:</b> Study Skills Grades 6-8
<b>Summary &amp; Rationale:</b>
<p>WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.</p> <p>Middle school students are beginning to understand that studying is an active process that depends on the students' learning styles and applied strategies. The School Counseling Department supports the work done by teachers in the classroom by providing small group and individual assistance.</p>
<b>Timeline:</b>
September-June
<b>NJ Core Curriculum Content Standards, 2014</b>
<p><b>21st Century Life &amp; Careers Standards: Career-Ready Practices</b></p> <p><b>CRP2.</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p>
<p><b>8.1 Educational Technology</b></p> <p><b>Strand E: Research &amp; Information Fluency</b></p> <p><b>8.1.8.E.1</b> Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>
<b>ASCA Mindsets &amp; Behaviors Standards, 2014</b>
<p><b>Mindset Standards</b></p> <p><b>M 2:</b> Self-confidence in ability to succeed</p> <p><b>M 5:</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>M 6:</b> Positive attitude toward work and learning</p>
<p><b>Behavior Standards: Learning Strategies</b></p> <p><b>B-LS 3:</b> Use time-management, organizational and study skills</p> <p><b>B-LS 5:</b> Apply media and technology skills</p> <p><b>B-LS 7:</b> Identify long- and short-term academic, career and social/emotional goals</p>
<p><b>Behavior Standards: Self-Management Skills</b></p> <p><b>B-SMS 1:</b> Demonstrate ability to assume responsibility</p> <p><b>B-SMS 2:</b> Demonstrate self-discipline and self-control</p> <p><b>B-SMS 6:</b> Demonstrate ability to overcome barriers to learning</p> <p><b>B-SMS 7:</b> Demonstrate effective coping skills when faced with a problem</p> <p><b>B-SMS 8:</b> Demonstrate the ability to balance school, home and community activities</p>

**Behavior Standards: Social Skills****B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary**ASCA National Standards****Standard A** (Academic): Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**Standard B** (Academic): Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

<b>A:A1.1</b>	Articulate feelings of competence and confidence as learners
<b>A:A2.1</b>	Apply time-management and task-management skills
<b>A:A2.2</b>	Demonstrate how effort and persistence positively affect learning
<b>A:A2.4</b>	Apply knowledge and learning styles to positively influence school performance
<b>A:B1.3</b>	Apply the study skills necessary for academic success at each level
<b>A:B2.6</b>	Understand the relationship between classroom performance and success in school

**Instructional Focus****Unit Enduring Understandings**

This unit will explore their learning styles and apply appropriate study strategies, balance academic responsibilities, and set goals for school success.

**Unit Essential Questions**

- What is my learning style and what are the best study strategies for me?
- What is academic integrity?
- What are my academic challenges?
- What informal and/or formal supports are necessary for me?
- How can I use technology to enhance my learning?
- What can I do to be a confident life-long learner?

**Objective:** After identifying and discussing individual learning styles, students will apply specific study strategies to improve their academic performance.

**Students will:**

- identify study strategies that match their learning styles.
- learn effective time- and task-management skills.
- learn how to prepare for tests and quizzes.
- learn classroom skills such as following directions and note-taking.
- set goal for academic improvement.

**Evidence of Learning**

**Assessment:** Complete pre/post survey at beginning and end of small group (if used as delivery method).

Complete assigned task of setting and/or reviewing an academic goal to identify specific strategies to help at goal.

**Questions:**

- What strategies help me learn in the classroom?
- What are three techniques to help me remember information?
- What is my academic goal?
- By using the S.M.A.R.T. goal format, how can you attain your goal?

**Competencies for 21<sup>st</sup> Century Learners**

	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

**Resources****Method of Delivery:**

- Individual and/or small group (i.e. Study Skills, STRIVE)
- Co-teaching with classroom teacher

**Suggested Resources:**

- Naviance (student goals)
- Small group plan
- Student Contract
- Infinite Campus/district database
- Performance Matters
- Team websites/calendars
- Middle School Study Skills

**Consultations**

- Parent
- Team Teachers (team meetings)
- Off-team teachers
- Administration
- CST
- Nurse
- Special Services Teachers

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>

ASCA Mindsets & Behaviors for Student Success, 2014

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

## Unit Title: Career Development

**Content Area:** Guidance

**Activity & Grade Level:** Career Exploration Grade 6-8

### Summary & Rationale:

WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.

WW-P Strategic Plan #2: Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges, and to contribute proactively toward a more peaceful, just, inclusive, and secure world.

Career exploration is an important part of the middle school experience. Students need to possess knowledge of their learning styles and awareness of careers and career clusters, and consider their interests and career possibilities when planning for high school course selection and activities.

### Timeline:

Middle/End of each middle school year.

### NJ Core Curriculum Content Standards, 2014

#### **21st Century Life & Careers Standards: Career-Ready Practices**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

#### **9.2 Career Awareness, Exploration and Preparation**

##### **Strand B: Career Exploration**

**9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.2.8.B.1** Research careers within the 16 Career Clusters® and determine attributes of career success.

**9.2.8.B.2** Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**8.1 Educational Technology**

**Strand D: Digital Citizenship**

**8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.

**Strand E: Research and Information Fluency**

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**ASCA Mindsets & Behaviors Standards, 2014**

**Mindset Standards**

**M 2:** Self-confidence in ability to succeed

**M 4:** Understanding that postsecondary education and lifelong learning are necessary for long-term career success

**M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes

**Behavior Standards: Learning Strategies**

**B-LS 1:** Demonstrate critical-thinking skills to make informed decisions

**B-LS 3:** Use time-management, organizational and study skills

**B-LS 4:** Apply self-motivation and self-direction to learning

**B-LS 5:** Apply media and technology skills

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 8:** Actively engage in challenging coursework

**B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions

**B-LS 10:** Participate in enrichment and extracurricular activities

**Behavior Standards: Self-Management Skills**

**B-SMS 3:** Demonstrate ability to work independently

**B-SMS 4:** Demonstrate ability to delay immediate gratification for long-term rewards

**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals

**B-SMS 6:** Demonstrate ability to overcome barriers to learning

**B-SMS 8:** Demonstrate the ability to balance school, home and community activities

**Behavior Standards: Social Skills**

**B-SS 3:** Create relationships with adults that support success

**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary

**ASCA National Standards**

**Standard A (Academic):** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Standard B (Academic):** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

**Standard B (Career):** Students will employ strategies to achieve future career goals with success and satisfaction.

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

A:B1.6	Use knowledge and learning styles to positively influence school performance
A:B2.1	Establish challenging academic goals in elementary, middle/jr. high and high school
A:B2.4	Apply knowledge of aptitudes and interests in goal setting
C:B1.4	Know the various ways in which occupations can be classified
C:B1.5	Use research and information resources to obtain career information
C:A1.9	Develop hobbies and vocational interests
C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2	Assess and modify their educational plan to support career
C:C1.3	Identify personal preferences and interests influencing career choice and success
C:A1:6	Learn how to set goals

**Instructional Focus**

**Unit Enduring Understandings**

This unit will allow students to identify their unique learning styles, interests, values, skills, and strengths and understand the relationship between their personal qualities, school success, future education, and career choice.

**Unit Essential Questions**

- What is your learning style, interests, strengths, values, and skills?
- How can you use these general areas to explore a good career match?
- By using the S.M.A.R.T. goal format, what is your academic and/or career goal?
- How can Naviance be used to help you be successful in school and life?

**6<sup>th</sup> Grade Objective:** Students will learn about career clusters and will identify a possible career match based on general areas of interests.

**7<sup>th</sup> Grade Objective:** Students will learn how to access their Naviance account and learn about their individual learning styles.

**8<sup>th</sup> Grade Objective:** Students will be able to identify a possible career match based on specific interest, abilities, and values. Students will be able to identify a tentative career goal and an academic plan that will help them reach it.

**6<sup>th</sup> Grade Students will:**

- set up their Naviance account.
- explore the tabs in Naviance.
- take the Learning Styles Inventory.
- write an academic goal based on learning style.

**7<sup>th</sup> Grade Students will:**

- read about the 16 career clusters.
- explore the cluster that matches their general interests.
- explore several career opportunities within the identified cluster.

**8<sup>th</sup> Grade Students will:**

- complete career interest inventory.
- identify their Holland Code.
- identify courses and activities for high school.
- explore career possibilities and identify tentative career goal.

<b>Evidence of Learning</b>
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**6<sup>th</sup> Grade Assessment:** Students will successfully register in Naviance. Complete assigned task of setting an academic goal.

- What are your preferences for learning?
- Using one of your preferences, what is your academic goal?
- By using the S.M.A.R.T. goal format, how can you attain your goal?

**7<sup>th</sup> Grade Assessment:** Students will save favorite cluster. Complete assigned task of setting a career goal.

- What is your favorite cluster?
- Using your favorite cluster, what is your career goal?
- By using the S.M.A.R.T. goal format, how can you attain your goal?

**8<sup>th</sup> Grade Assessment:** Students will complete Career Key. Complete assigned task of setting a career goal.

- What is a specific career you would like to explore?
- Using the specific career, what is your career goal?
- By using the S.M.A.R.T. goal format, how can you attain your goal?

<b>Competencies for 21<sup>st</sup> Century Learners</b>			
	Collaborative Team Member	<b>X</b>	Effective Communicator
<b>X</b>	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner

<b>Resources</b>			
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	Collaborative Team Member	<b>X</b>	Effective Communicator
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<b>X</b>	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
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<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner
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<b>Resources</b>			
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**Method of Delivery:**

- Large group instruction (i.e. classroom lesson)
- Individual and/or small group follow up

**Suggested Resources:**

- Naviance (student goals, Career Clusters)
- Parent letter (Introduction to Naviance)
- Developmental Lesson Plan
- Occupational Outlook Handbook (<http://www.bls.gov/ooh/>)
- The Career Game

**Consultations**

- Parent
- Team Teachers (team meetings)
- Off-team teachers
- Professionals (guest speakers)

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>  
ASCA Mindsets & Behaviors for Student Success, 2014  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>



<b>Unit Title: Personal/Social Development</b>
<b>Content Area:</b> Guidance
<b>Activity &amp; Grade Level:</b> Conflict Resolution Grades 6-8
<b>Summary &amp; Rationale:</b>
<p>WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.</p> <p>WW-P Strategic Plan #2: Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges, and to contribute proactively toward a more peaceful, just, inclusive, and secure world.</p> <p>Conflict is inherent to human interaction, particularly at the middle school level. It is important to learn that conflict can be resolved peacefully and respectfully. Mediation is an effective form of conflict resolution, and occurs as needed throughout every grade level. In this age of technology, parameters around cyber bullying and use of social media are an integral component of conflict resolution.</p>
<b>Timeline:</b>
During 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade, as needed
<b>NJ Core Curriculum Content Standards, 2014</b>
<p><b>21st Century Life &amp; Careers Standards: Career-Ready Practices</b></p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p>
<p><b>8.1 Educational Technology</b></p> <p><b>Strand D: Digital Citizenship</b></p> <p><b>8.1.8.D.1</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>8.1.8.D.5</b> Understand appropriate uses for social media and the negative consequences of misuse.</p>
<b>ASCA Mindsets &amp; Behaviors Standards, 2014</b>
<p><b>Mindset Standards</b></p> <p><b>M 1:</b> Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being</p> <p><b>M 3:</b> Sense of belonging in the school environment.</p> <p><b>M 6:</b> Positive attitude toward work and learning</p>
<p><b>Behavior Standards: Learning Strategies</b></p> <p><b>B-LS 9:</b> Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>B-LS 10:</b> Participate in enrichment and extracurricular activities</p>
<p><b>Behavior Standards: Self-Management Skills</b></p> <p><b>B-SMS 1:</b> Demonstrate ability to assume responsibility</p> <p><b>B-SMS 2:</b> Demonstrate self-discipline and self-control</p>

- B-SMS 7:** Demonstrate effective coping skills when faced with a problem
- B-SMS 8:** Demonstrate the ability to balance school, home and community activities
- B-SMS 9:** Demonstrate personal safety skills
- B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Behavior Standards: Social Skills**

- B-SS 1:** Use effective oral and written communication skills and listening skills
- B-SS 2:** Create positive and supportive relationships with other students
- B-SS 3:** Create relationships with adults that support success
- B-SS 4:** Demonstrate empathy
- B-SS 5:** Demonstrate ethical decision-making and social responsibility
- B-SS 6:** Use effective collaboration and cooperation skills
- B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment

**ASCA National Standards**

**Standard A** (Personal/Social Development): Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Standard B** (Personal/Social Development): Students will make decision, set goals and take necessary action to achieve goals.

PS:A1.5	Identify and express feelings
PS:A1.6	Distinguish between appropriate and inappropriate behaviors
PS:A2.1	Recognize that everyone has rights and responsibilities
PS:A2.2	Respect alternative points of view
PS:A2.6	Use effective communication skills
PS:B1.6	Know how to apply conflict resolution skills

**Instructional Focus**

**Unit Enduring Understandings**

This unit will allow students to accept individual differences and interact respectfully while they learn to take responsibility for their actions and apply problem solving skills.

**Unit Essential Questions**

- What makes people “different”?
- What does it look/sound like to be respectful?
- What is my part in upholding the anti-bullying law and respecting individual rights?

**Objective:** Students will practice active listening, taking responsibility for their actions and resolving conflicts

**Students will:**

- identify the conflict.
- express their feelings about the situation.
- practice empathy by restating the other person’s point of view.
- identify ways to change behaviors.

## Evidence of Learning

**Assessment:** Students will commit to a mediation contract.

- What do I agree to change to avoid future conflict?

### Competencies for 21<sup>st</sup> Century Learners

<b>X</b>	Collaborative Team Member	<b>X</b>	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver		Self-Directed Learner

## Resources

### Method of Delivery:

- Meet with number of students involved
- Individual follow-up

### Suggested Resources:

- Mediation ground rules and contract
- [The Kid's Guide to Working Out Conflicts: How to keep cool, stay safe, and get along](#)
- [The Leader's Guide to The Kid's Guide to Working Out Conflicts: How to keep cool, stay safe, and get along](#)

### Consultations

- Administration
- CST
- Nurse
- Anti-Bullying Specialist
- Team meetings
- Off-team teachers
- Parent contact

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>  
 ASCA Mindsets & Behaviors for Student Success, 2014  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**Unit Title: Personal/Social Development**

**Content Area:** Guidance

**Activity & Grade Level:** Family Dynamics Grades 6-8

**Summary & Rationale:**

WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.

WW-P Strategic Plan #3: Recognizing that children need to balance physical, social, emotional, and academic needs, we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child.

Family plays a large role in the lives of pre-teen and adolescents. It stands to reason that any situation within a family would impact the student. School counselors are trained to guide students through whatever situations arise in a safe and confidential environment. The delivery method can vary depending on the specific needs of the individual. Sometimes this type of discussion is better handled with peer support in small group discussions. Students find comfort in knowing other students have gone or are going through a similar situation. Other times, 1:1 is the best way to work through the presenting issue. Additionally, it is integral to work with families individually and through educational programs. School counselors strive to work with family issues while maintaining ethical obligations.

**Timeline:**

During grade 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, as needed

**NJ Core Curriculum Content Standards, 2014**

**21st Century Life & Careers Standards: Career-Ready Practices**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**ASCA Mindsets & Behaviors Standards, 2014**

**Mindset Standards**

**M 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

**Behavior Standards: Learning Strategies**

**B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions

**Behavior Standards: Self-Management Skills**

**B-SMS 1:** Demonstrate ability to assume responsibility

**B-SMS 2:** Demonstrate self-discipline and self-control

**B-SMS 7:** Demonstrate effective coping skills when faced with a problem

**Behavior Standards: Social Skills**

**B-SS 1:** Use effective oral and written communication skills and listening skills

**B-SS 3:** Create relationships with adults that support success

- B-SS 4:** Demonstrate empathy
- B-SS 6:** Use effective collaboration and cooperation skills
- B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment

**ASCA National Standards**

**Standard A** (Personal/Social): Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Standard C** (Personal/Social): Students will understand safety and survival skills.

<b>PS:A1.5</b>	Identify and express feelings
<b>PS:A1.12</b>	Identify and recognize changing family roles
<b>PS:A2.2</b>	Respect alternative points of view
<b>PS:A2.4</b>	Recognize, accept and appreciate ethnic and cultural diversity
<b>PS:C1.10</b>	Learn techniques for managing stress and conflict
<b>PS:C1.11</b>	Learn coping skills for managing life events

**Instructional Focus**

**Unit Enduring Understandings**

This unit will allow students to recognize the impact of family events and the influence of parent/family involvement in their development.

**Unit Essential Questions**

- How does something that happens within my family affect my school day?
- How does home-school communication benefit the “whole child” to meet with success?

**Objective:** Students will explore how to manage home conflicts and life events..

**Students will:**

- discuss the relationship between home and school .
- share and empathize with others about family issues such as death, divorce, homelessness, job loss, substance abuse, violence.
- explore the differences between home and school cultures.
- explore how to navigate these differences in a respectful manner.
- practice ways to advocate for their needs with their families.

**Evidence of Learning**

**Assessment:** (small group) - Completion of pre/post survey

**Questions:**

- What strategies have I learned to deal with my family issue?
- What is at least one way I can advocate for my needs?

**Competencies for 21<sup>st</sup> Century Learners**

<b>X</b>	Collaborative Team Member	<b>X</b>	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher

<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner
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**Resources**

**Method of Delivery:**

- Small group (i.e. children of divorce, grief)
- Individual initial and/or follow up
- Parent conferences
- Parent programs

**Suggested Resources:**

- Referral list
- Waiver form (parent permission to speak with outside professionals)
- Permission slip (small group only)
- Pre/Post Survey
- Helping Students Cope with Divorce: A complete group education and counseling program for grades 7-12

**Consultations**

- Parents
- Team Teachers (team meetings)
- Off-team teachers
- Administration
- Nurse
- Outside professionals
- Outreach to community agencies (i.e. money, shelter)

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>  
 ASCA Mindsets & Behaviors for Student Success, 2014  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

<b>Unit Title: Personal / Social Development</b>
<b>Content Area:</b> Guidance
<b>Activity &amp; Grade Level:</b> Peer Relations Grades 6-8
<b>Summary &amp; Rationale:</b>
<p>WW-P Strategic Plan #1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.</p> <p>WW-P Strategic Plan #2: Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges, and to contribute proactively toward a more peaceful, just, inclusive, and secure world.</p> <p>Middle school students are adjusting to a different school structure and environment, which often brings new social challenges. Whole group developmental lessons and small groups teach students common terminology and basic awareness around topics such as communication, respecting differences, and understanding rules, safety and individual rights. In this age of technology, parameters around cyber bullying and use of social media are an integral component of peer relations.</p>
<b>Timeline:</b>
September-June as needed.
<b>NJ Core Curriculum Content Standards, 2014</b>
<p><b>21st Century Life &amp; Careers Standards: Career-Ready Practices</b></p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p>
<p><b>8.1 Educational Technology</b>  <b>Strand D: Digital Citizenship</b></p> <p><b>8.1.8.D.1</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>8.1.8.D.5</b> Understand appropriate uses for social media and the negative consequences of misuse.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</b>  <b>Strand B: Technology and Society</b></p> <p><b>8.2.8.B.2</b> Identify the desired and undesired consequences from the use of a product or system</p>
<b>ASCA Mindsets &amp; Behaviors Standards, 2014</b>
<p><b>Mindset Standards</b></p> <p><b>M 3:</b> Sense of belonging in the school environment.</p> <p><b>M 5:</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p>
<p><b>Behavior Standards: Learning Strategies</b></p> <p><b>B-LS 1:</b> Demonstrate critical-thinking skills to make informed decisions</p> <p><b>B-LS 7:</b> Identify long- and short-term academic, career and social/emotional goals</p> <p><b>B-LS 9:</b> Gather evidence and consider multiple perspectives to make informed decisions</p>

**Behavior Standards: Self-Management Skills****B-SMS 1:** Demonstrate ability to assume responsibility**B-SMS 2:** Demonstrate self-discipline and self-control**B-SMS 4:** Demonstrate ability to delay immediate gratification for long-term rewards**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals**B-SMS 7:** Demonstrate effective coping skills when faced with a problem**B-SMS 8:** Demonstrate the ability to balance school, home and community activities**B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**Behavior Standards: Social Skills****B-SS 1:** Use effective oral and written communication skills and listening skills**B-SS 2:** Create positive and supportive relationships with other students**B-SS 3:** Create relationships with adults that support success**B-SS 4:** Demonstrate empathy**B-SS 5:** Demonstrate ethical decision-making and social responsibility**B-SS 6:** Use effective collaboration and cooperation skills**B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary**B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment**ASCA National Standards****Standard A** (Personal/Social Development): Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**Standard B** (Personal/Social Development): Students will make decision, set goals and take necessary action to achieve goals.**Standard C:** (Personal/Social Development): Students will understand safety and survival skills.**PS:A2.3** Recognize, accept, respect and appreciate individual differences**PA:A2.6** Use effective communication skills**PS:B1.4** Develop effective coping skills for dealing with problems**PS:C1.5** Differentiate between situations requiring peer support and situations requiring adult professional help**Instructional Focus****Unit Enduring Understandings**

This unit will allow students to accept individual differences and interact respectfully while they learn to take responsibility for their actions and apply problem solving skills.

**Unit Essential Questions**

- What makes people “different”?
- What does it look/sound like to be respectful?
- What is my part in upholding the anti-bullying law and respecting individual rights?

**Objective:** Students will understand how their actions/behaviors contribute to all social interactions.**Students will:**

- Examine role plays/scenarios/current events to determine their part in effecting change, i.e. ways bystanders can stop a bullying/teasing situation.



- identify common terminology.
- explore stereotyping and judgments.
- identify their role in creating a safe, positive school environment for all.

### Evidence of Learning

**Assessment:** Students will sign a pledge to do their part to contribute to a safe, positive school environment.

- What can I do to be respectful and kind?

### Competencies for 21<sup>st</sup> Century Learners

<b>X</b>	Collaborative Team Member	<b>X</b>	Effective Communicator
<b>X</b>	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver	<b>X</b>	Self-Directed Learner

### Resources

**Method of Delivery:**

- Developmental Lesson Plan
- Individual and/or small group follow-up

**Suggested Resources:**

- Assemblies (i.e. Challenge Day, Bystander: A Portrait in Apathy, If Not Me Then Who, Dr Michael Fowlin, George Street Playhouse productions)

**Consultations**

- Administration
- CST
- Nurse
- Anti-Bullying Specialist
- Team meetings
- Off-team teachers
- Parent contact
- PTSA (assemblies)

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>  
 ASCA Mindsets & Behaviors for Student Success, 2014  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**Unit Title: PERSONAL/SOCIAL DEVELOPMENT**

**Content Area:** Guidance

**Activity & Grade Level:** Responsive Services /Grades 6-8

**Summary & Rationale:**

WW-P Strategic Plan #3: Recognizing that children need to balance physical, social, emotional, and academic needs, we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child.

Despite school counselor attempts to provide preventative services, crises do arise and students make decisions that necessitate consequences for their choices/behaviors. The first obligation is to ensure student safety. Once that occurs, the school counselor will work with all stakeholders to help the student find a sense of balance in order to function academically, behaviorally, and/or socially-emotionally and to help the student learn alternate solutions for the future. In the event of suicide, substance abuse, family abuse/neglect, or traumatic event, it is imperative to stabilize individuals, families, and/or school community. In the event of a mistake, students need to learn that a mistake can be learned from and does not define him or her as a person.

**Timeline:**

September – June as needed.

**NJ Core Curriculum Content Standards, 2014**

**21st Century Life & Careers Standards: Career-Ready Practices**

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP12.** Work productively in teams while using cultural global competence.

**ASCA Mindsets & Behaviors Standards, 2014**

**Mindset Standards**

**M 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

**M 2:** Self-confidence in ability to succeed

**M 3:** Sense of belonging in the school environment.

**M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes

**Behavior Standards: Learning Strategies**

**B-LS 1:** Demonstrate critical-thinking skills to make informed decisions

**B-LS 4:** Apply self-motivation and self-direction to learning

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions

**B-LS 10:** Participate in enrichment and extracurricular activities

**Behavior Standards: Self-Management Skills****B-SMS 1:** Demonstrate ability to assume responsibility**B-SMS 2:** Demonstrate self-discipline and self-control**B-SMS 4:** Demonstrate ability to delay immediate gratification for long-term rewards**B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals**B-SMS 6:** Demonstrate ability to overcome barriers to learning**B-SMS 7:** Demonstrate effective coping skills when faced with a problem**B-SMS 8:** Demonstrate the ability to balance school, home and community activities**B-SMS 9:** Demonstrate personal safety skills**B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**Behavior Standards: Social Skills****B-SS 1:** Use effective oral and written communication skills and listening skills**B-SS 2:** Create positive and supportive relationships with other students**B-SS 3:** Create relationships with adults that support success**B-SS 5:** Demonstrate ethical decision-making and social responsibility**B-SS 6:** Use effective collaboration and cooperation skills**B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams**B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary**B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment**ASCA National Standards****Standard A (Personal/Social):** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**Standard B (Personal/Social):** Students will make decisions, set goals and take necessary action to achieve goals.**Standard C (Personal/Social):** Students will understand safety and survival skills.

<b>PS:A1.5</b>	Identify and express feelings
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities
<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems.
<b>PS:B1.12</b>	Develop an action plan to set and achieve realistic goals
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
<b>PS:C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help
<b>PS:C1.6</b>	Identify resource people in the school and community, and know how to seek their help
<b>PS:C1.11</b>	Learn coping skills for managing life events

## Instructional Focus

### Unit Enduring Understandings

This unit will allow students to safely manage conflicts and crises, identify their feelings and needs, and receive the necessary support.

### Unit Essential Questions

- What is the law and protocol regarding a conflict or crisis?
- Who will provide the support I need?

### Objective:

- Students will identify their crisis and understand that they need support to cope with traumatic events.
- Students will distinguish between appropriate and inappropriate behaviors and understand the need for self-control and respect for others.

### Students will:

- Learn to express their feelings and how to advocate for their needs.
- Understand rules, policies, laws and protocol governing the management of crisis events and those listed in the Code of Conduct.
- Work with others to resolve their crisis and get the support they need.
- Identify their role in a conflict and take responsibility to alter their behavior.

## Evidence of Learning

**Assessment:** Follow up with recommended resources and supports and/or student will write a reflective statement.

### Questions:

- Who are you working with to help you with this issue?
- What coping skills are you learning from this support person?
- What else do you need?
- What consequences have your behaviors had?
- If faced with a similar situation, what will you do differently?

### Competencies for 21<sup>st</sup> Century Learners

	Collaborative Team Member	<b>X</b>	Effective Communicator
<b>X</b>	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
<b>X</b>	Innovative & Practical Problem Solver		Self-Directed Learner

## Resources

### Method of Delivery:

- Parent Involvement
- Individual Initial and Follow-up
- Risk assessment
- DCP&P, if warranted
- Small Groups (i.e. anger management, respect)

### Suggested Resources:

- Safety Contract
- Behavior Contract
- WW-P Crisis Manual  
(<http://www.westwindsorplainsboro.k12.nj.us/cms/One.aspx?portalId=3592907&pageId=11042565>)
- WW-P Guide to Traumatic Loss
- Agenda (i.e. Student Code of Conduct)
- Reflection Template
- Counselor / Physician Referral List (i.e. hotlines, outside professionals)
- Waiver Form (signed by parent)
- Possible Assemblies (consult with administration)
- Managing Sudden Traumatic Loss in the Schools
- BodyWise Handbook: Eating Disorders Information for School Personnel
- Breaking Down the Walls of Anger

### Consultations

- Parent
- Teachers
- Administration
- CST, Nurse, and/or SAC-HIB Specialist
- Outside Professionals (Counselors, Physicians etc.)
- School Based Crisis Team

New Jersey Core Curriculum Content Standards, 2014 <http://www.state.nj.us/education/cccs/>  
ASCA Mindsets & Behaviors for Student Success, 2014  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>