

**UNIT: Grade 9 School Counseling Curriculum: Personal/Social**

**Length of Unit: School Year**

Established Goals & Standards	<b>CAREER READY PRACTICES</b>
<p><b>Standard A: Students will acquire the knowledge, attitudes and inter- personal skills to help them understand and respect self and others.</b></p> <p><b>PS: A1 Acquire Self-knowledge</b></p> <ul style="list-style-type: none"> <li>. PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</li> <li>. PS:A1.2 Identify values, attitudes and beliefs</li> <li>. PS:A1.3 Learn the goal-setting process</li> <li>. PS:A1.4 Understand change is a part of growth</li> <li>. PS:A1.5 Identify and express feelings</li> <li>. PS:A1.6 Distinguish between appropriate and inappropriate behavior</li> <li>. PS:A1.7 Recognize personal boundaries, rights and privacy needs</li> <li>. PS:A1.8 Understand the need for self-control and how to practice it</li> <li>. PS:A1.9 Demonstrate cooperative behavior in groups</li> <li>. PS:A1.10 Identify personal strengths and assets</li> <li>. PS:A1.11 Identify and discuss changing personal and social roles</li> </ul> <p><b>PS: A2 Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>. PS:A2.1 Recognize that everyone has</li> </ul>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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<p>rights and responsibilities</p> <ul style="list-style-type: none"><li>. PS:A2.2 Respect alternative points of view</li><li>. PS:A2.3 Recognize, accept, respect and appreciate individual differences</li><li>. PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</li><li>. PS:A2.5 Recognize and respect differences in various family configurations</li><li>. PS:A2.6 Use effective communications skills</li><li>. PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</li><li>. PS:A2.8 Learn how to make and keep friends</li></ul> <p><b>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</b></p> <p><b>PS: B1 Self-Knowledge Application</b></p> <ul style="list-style-type: none"><li>. PS:B1.1 Use a decision-making and problem-solving model</li><li>. PS:B1.2 Understand consequences of decisions and choices</li><li>. PS:B1.3 Identify alternative solutions to a problem</li><li>. PS:B1.4 Develop effective coping skills for dealing with problems</li><li>. PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</li></ul>	
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<ul style="list-style-type: none"><li>. PS:B1.6 Know how to apply conflict resolution skills</li><li>. PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences</li><li>. PS:B1.8 Know when peer pressure is influencing a decision</li><li>. PS:B1.9 Identify long- and short-term goals</li><li>. PS:B1.10 Identify alternative ways of achieving goals</li><li>. PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills</li><li>. PS:B1.12 Develop an action plan to set and achieve realistic goals</li></ul> <p><b>Standard C: Students will understand safety and survival skills.</b></p> <p><b>PS: C1 Acquire Personal Safety Skills</b></p> <ul style="list-style-type: none"><li>. PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</li><li>. PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual</li><li>. PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</li><li>. PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy</li><li>. PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help</li></ul>	
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<ul style="list-style-type: none"> <li>. PS:C1.6 Identify resource people in the school and community, and know how to seek their help</li> <li>. PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>. PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse</li> <li>. PS:C1.9 Learn how to cope with peer pressure</li> <li>. PS:C1.10 Learn techniques for managing stress and conflict</li> <li>. PS:C1.11 Learn coping skills for managing life events</li> </ul>	
<p><b>Enduring Understandings</b></p>	<p><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>● Self-Assessment of personal skills and interests prepares students to make appropriate postsecondary school plans</li> <li>● Effective decision-making and goal setting skills are necessary to achieve personal success</li> </ul>	<ul style="list-style-type: none"> <li>● What strengths and values contribute to personal and academic achievement?</li> <li>● What skills and experiences are needed to achieve future career success and satisfaction?</li> </ul>
<p><b>Content</b></p>	<p><b>Skills (Blooms Taxonomy)</b></p>
<ul style="list-style-type: none"> <li>● School counseling classroom lessons – Character Development, Guidance Intro, S.O.S. (Signs of Suicide), Naviance: Career Cluster Exploration</li> <li>● Individual Freshmen intake interviews with counselor</li> <li>● Ongoing individual Guidance meetings as needed to monitor attendance and personal/social well being</li> <li>● Transitional Counseling</li> <li>● Peer Mediation</li> </ul>	<ul style="list-style-type: none"> <li>● Gain awareness of the Anti-Bullying Bill of rights and school policies/procedures related to harassment, intimidation and bullying.</li> <li>● Identify personal and ethical skills needed to work cooperatively with others at school</li> <li>● Identify the roles and responsibilities of a high school counselor and the counseling office</li> </ul>

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	<ul style="list-style-type: none"> <li>● Awareness and recognize signs of suicide and appropriate responses and interventions</li> <li>● Understand roles and responsibilities of all support staff (ex: Family Liaison Counselors, SAC counselor, Child Study Team, administration, secretaries, class advisors)</li> <li>● Will demonstrate knowledge about the changing academic environment: coping skills, academic support options</li> <li>● Acquire knowledge to identify personal strengths, abilities, skills, interests and motivations</li> <li>● Effectively learn to self advocate</li> </ul>
<p><b>Assessments</b></p>	<p><b>Potential Works of Study</b></p>
<ul style="list-style-type: none"> <li>● Freshmen intake worksheet</li> <li>● Parent feedback and communication</li> <li>● Teacher observations</li> <li>● Naviance reports</li> <li>● Course Planning Conference</li> </ul>	<ul style="list-style-type: none"> <li>● Naviance</li> <li>● S.O.S. video and supplemental materials</li> <li>● Group counseling manuals</li> <li>● Teaching Tolerance resources</li> </ul>
<p><b>Technology Integration</b></p>	<p><b>Additional Resources</b></p>
<ul style="list-style-type: none"> <li>● iPads/Computers</li> <li>● Naviance</li> <li>● Videos</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance pamphlet</li> <li>● Clubs/Activities list</li> <li>● Program of Studies</li> <li>● Mental Health resources (ex: 24 hr hotline - 2<sup>nd</sup> Floor)</li> </ul>