Guidance Program K-8 Curriculum 2020

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **Yearlong**
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Career Exploration Electives/Digital Courses New 2022-23

Through Edynamic Learning Digital courses, students will explore career options and aptitudes. Students will complete Career Explorations in 6th, 7th and 8th grade with additional personal choices following fulfillment of required work.
Accelerated choices are available through the Edynamic High School Bundle, upon approval.

Middle School Library Bundle

- EDL078 Middle School 2D Studio Art
- EDL344 Middle School Animation
- EDL225 Middle School Career Explorations 1
- EDL083 Middle School Career Explorations 2
- EDL102 Middle School Coding 1a: Introduction
- EDL109 Middle School Coding 1b: Learning Python and Javascript
- EDL324 Middle School Critical Thinking 1a: Introduction
- EDL077 Middle School Digital Art & Design
- EDL341 Middle School Exploring Business
- EDL342 Middle School Exploring Health Science
- EDL343 Middle School Exploring Information Technology
- EDL079 Middle School Exploring Music
- EDL080 Middle School Fitness
- EDL103 Middle School Game Design 1a: Introduction
- EDL110 Middle School Game Design 1b: Creating a Game
- EDL380 Middle School Health
- EDL041 Middle School Journalism
- EDL345 Middle School Photography 1a: Introduction
- EDL346 Middle School Photography 1b: Drawing with Light
- EDL317 Middle School Tech Apps, Grade 6
- EDL095 Learning in a Digital World: Digital Citizenship

Middle School Accelerated Courses (High School

Level)

9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Early planning can provide more options to pay for post-secondary training and employment.
9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
	There are variety of resources available to help navigate the career planning process.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
	Employee benefits can influence your employment choices.
9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
	There are resources to help an individual create a business plan to start or expand a business.
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.

Unit Overview, Guidance

The philosophy and mission of the school counselors in the Delaware Township School District is to meet the social/emotional, academic and career needs of our students. We utilize a developmental counseling approach, which involves a planned, proactive, and preventative model to address the developmental needs of our students. We serve the entire school community so that our students have every opportunity to become responsible, emotionally healthy individuals who are capable of utilizing their full potential.

Delaware Township School District
Counseling Program
Elementary & Intermediate Schools
The elementary and intermediate school counseling program focuses on the implementation of a comprehensive, developmental model that addresses the academic, personal/social, and career needs of students. Counselors work collaboratively with staff, students, and parents to provide services ranging from prevention to crisis management. Counselors are specially trained to provide a variety of services including classroom lessons, individual and group counseling, consultation, as well as appropriate referral services. The counselors strive to promote and maintain a highly approachable, visible, and supportive role within the school community.
Middle School

The middle school counseling program offers a developmental curriculum in the areas of education, career exploration, and personal/social issues. Counselors help to facilitate the social, emotional, and academic functioning of all students. They work with students to transition smoothly into and out of the middle school. The curriculum is carried out through classroom activities and via individual and group counseling. Daily communication with parents and staff members is an integral part of the counseling role, aiding in communication among families, teachers, and students. When appropriate, counselors collaborate with community and state agencies to provide comprehensive services to the students. Middle school counselors work with their students and Hunterdon Central Regional School District high school counselors to select courses for ninth grade as well as to develop a tentative four-year high school plan.

Special Education
School counselors and child study team members work collaboratively to ensure that beginning with the Individualized Education Program (IEP) in place for the school year when the student will turn 14, or younger if determined appropriate by the IEP team, a statement of the student's strengths, interests and preferences and identification of a course of study and related strategies and activities that are consistent with the student's strengths, interests, and preferences is included. This is intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living. As appropriate, a description of the need for consultation from other agencies that provide services for students with disabilities is included in programming.

For our Preschool Inclusion classes, the classroom teacher
implements Creative Curriculum For Preschool, which is a program that implements social and

emotional goals and objectives such as a developing a sense of self, taking responsibility for self and others, and encouraging pro-social behaviors.

For middle school students, transition services for students with disabilities consist of a coordinated set of activities designed within a results-oriented process, focused on improving academic and functional achievement and facilitating movement from school to post-school activities. These transition services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and functional vocational evaluations.
The child study team case managers are designated to serve as a liaison to resources, and make referrals to those resources as appropriate for students with disabilities.

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Enduring Understandings

Delaware Township School District Counseling Program
Student Outcomes and Competencies
AcademicDevelopment

Kindergarten-Fourth Grade
 Learn how to be an active listener
 Practice making good choices
 Demonstrate appropriate classroom behavior skills
 Learn how to prioritize and set goals
 Introduce time management, organizational and study skills

Fifth-Sixth Grade
 Understand the positive relationship between attendance and academic success
 Practice stress reduction techniques
 Collaborate with peers and teachers while becoming independent thinkers
 Develop time management, organizational and study skills

Seventh-Eighth Grade
 Understand and demonstrate use of time management, organizational, and study skills
 Relate study habits to academic success
 Practice responsible work and study habits

Social/Personal Development
Kindergarten-Fourth Grade
 Recognize and express personal feelings

 Recognize and show empathy for the feeling of others
 Identify strategies for coping with their feelings
 Learn to value and appreciate strengths
 Use good manners when interacting with others
 Understand the importance of playing fair and being a good sport
 Practice skills for making and keeping friendships
 Develop an appreciation for the similarities and differences in people
 Learn to demonstrate positive strategies for conflict resolution
 Learn to recognize, refuse, and report bullying behavior

Fifth-Sixth Grade
 Extend their understanding of making friends, joining a group, and empathy
 Continue to recognize, refuse, and report bullying behavior
 Develop coping skills related to anger management, peer pressure, and life transitions
 Expand their communication and decision making skills
 Gain an understanding of accountability and responsibility through the exploration of the six pillars of character
 Recognize and identify strategies that will be useful for stress management

Seventh-Eighth Grade
 Demonstrate positive communication skills with peers and adults
 Link self-esteem to academic performance, life choices, and relationships
 Increase awareness of personal skills
 Manage stressful situations
 Cope with life transitions in various situations
 Utilize strategies for dealing with peer pressure
 Understand the meaning and effects of bullying and harassment
 Gain knowledge of tolerance, stereotyping, and diversity

Career Development
Kindergarten-Fourth Grade
 Brainstorm and evaluate possible choices when making decisions and solving problems
 Accept responsibly for choices
 Develop awareness of possible career opportunities
 Communicate feelings using competent body language

Fifth-Sixth Grade
 Be exposed to traditional and nontraditional occupations
 Explore personal interests and how they relate to career goals
 Begin to set goals and identify the education and training needed for various occupations
 Enhance leadership and peace-making skills through peer mediation
 Develop an understanding of how to interact and cooperate in peer groups

Seventh-Eighth Grade
 Develop short- and long-term goals
 Continue to explore personal interests and how they relate to career goals
 Continue to set goals and identify the education and training needed for various

occupations
 Continue to enhance leadership and peace-making skills through peer mediation
 Connect interests and hobbies to possible career choices
 Complete ninth grade schedule

Essential Questions

Essential Questions
The Delaware Township School District's K-8 Counseling Curriculum spirals, allowing students to be introduced to and re-visit concepts from five content areas at each developmental stage of their lives. The following content areas are:
 Responsibility
 Problem Solving
 Relationships
 Career Development
 Coping Skills

The goal of the curriculum is to empower students with life skills that will enable them to be successful. These essential questions guide lessons within each level of the curriculum.

Elementary School (Grades K-6)
Primary Schools
 Are all feelings okay?
 Do people have the same feelings when something happens?
 Is it okay to feel angry? Why or why not?
 What kinds of things make people angry?
 How does your body feel when you are angry?
 What are some problems that students might have to solve during a school day?
 How do you solve problems with friends?
 What is respect?
 What makes a good friend?
 What are ways that friends are different from each other?
 Do friends always agree?
 Is it okay to say "no" to a friend?
 Is there a way to say something negative without hurting the other person's feelings?
 How does what you do affect other people?
 How can both people be happy with a solution to a problem?
 How can you have a fight with a friend and still be friends with that person?
 What makes people more likely to listen to you?
 What is a team?
 What helps a team to be successful?
 What is responsibility?
 Why is it important to listen to other people?
 How does the way you speak affect the response you get?

 What do you think about when you are trying to decide what to do?
 How many choices do you have?
 Who makes your choices?
 What affects your choices?
 What is an apology?
 What is bullying?
 How are bullying and teasing different? How are they the same?
 How many jobs/careers are there?
 How do people decide what they want to be when they grow up?
 Who works in our school? How do they help?
 How do people feel about change?

Intermediate Schools

 What does it mean to take responsibility for your actions?
 How does your behavior at home and at school affect your performance in the workforce or later in life?
 How do you manage your homework and leisure activities?
 How do you prefer to study when you prepare for a test?
 What do you do to calm down?
 What are the different techniques that you use to calm down in school versus at home?
 What do you do when you can't figure out what to do next in an assignment? With a problem?
 Why might you come to talk with a counselor?
 How do you feel about coming to a new school/starting a new grade?
 How do you feel when something new begins? Ends?
 What does change mean?
 What happens when things change?
 How do you cope with change?
 What can you do when you feel nervous, frustrated, or scared?
 What is a conflict?
 How do you feel when you are confronted with a conflict?
 When confronted with a conflict, what are clues as to how the other person is feeling?
 What does conflict resolution mean?
 How do you let someone know how you are feeling or what you are thinking?
 What is the best way to communicate?
 What does friendship mean to you?
 Is friendly behavior always respectful behavior? (Steps to Respect)
 How is respect connected to building friendships? (Steps to Respect)
 How can you let someone know that you'd like to be his or her friend?
 What does it mean to be part of a group?
 Do you have to be part of a group in order to feel as though you have friends?
 What does bullying mean to you?
 What is the difference between a conflict and bullying?
 Can you bully someone without touching them?
 What would you do if you witness bullying behavior?
 What are the character traits of a bully versus non-bully?
 What does it mean to be a person of good character?
 What are your dreams and/or aspirations?
 What are the ways to find out about an occupation that interests you?
 Do you have to be bossy in order to be a leader?
 Is a leader someone who always makes the decision?

 How will what you are learning now affect you in the future?

Middle School (Grades 7-8)
 How do good study habits and organizational skills learned early help ensure student success?
 How does self-esteem affect academic performance?
 What are the coping skills for dealing with life transitions?
 How do thoughts and feelings affect life choices?
 What are some strategies for dealing with stressful situations?
 How is self-esteem important in influencing choices? Relationships?
 If you or someone else is being bullied, what are some appropriate steps to take?
 How do societal changes affect student development and choices?
 What does being popular mean?
 What influences career choice?
 How are short- and long-term goals related?

Delaware Township School District
Counseling Services Curriculum Contributors
American School Counselor Association
New Jersey State Department of Education

Instructional Strategies & Learning Activities

Delaware Township School District

Counseling Program Scope and Sequence
Academic Development Social/Personal Development Career Development

Kindergarten
• Problem Solving
• Appropriate Classroom Behaviors
• Feelings
• Empathy
• Coping Skills
• Decision Making
• Responsibility for Choices

First Grade • Problem Solving
• Appropriate School Behaviors
• Feelings
• Empathy

• Coping Skills
• Appreciation for Differences
• Decision Making
• Responsibility &
Consequences for Choices
• Cooperation

Second Grade
• Brainstorming
• Problem Solving
• Active Listening
• Empathy/Differences
• I Messages
• Apologizing
• Coping Skills
• Compromise
• Responsibility &
Consequences for Choices
• Assertiveness
• Teamwork

Third Grade • Active Listening
• Problem Solving
• Empathy/Differences
• I Messages
• Coping Skills
• Compromise
• Bullying
• Assertiveness
• Teamwork
• Career Awareness

Fourth Grade
• Responsibility
• Goal Setting
• Organizational Skills
• Conflict Resolution
• Communication Skills
• Forming Friendships
• Steps to Joining a Group
• Recognizing, Refusing, &
Reporting Bullying
• Coping Skills
• Transitions
• Assertiveness
• Teamwork
• Career Awareness

Delaware Township School District
Counseling Program Scope and Sequence
Academic Development Social/Personal Development Career Development

Fifth Grade
• Responsibility
• Organizational & Study Skills
• Problem-Solving
• Time Management
• Utilizing Agenda
• Appreciation of Diversity
• Communication Skills
• Cultivating & Maintaining Friendships
• Joining a Group
• Recognizing, Refusing, & Reporting Bullying
• Peer Mediation
• Coping Skills
• Character Education
• Transitions
• Traditional/Nontraditional Occupations
• Goal-Setting & Occupational Requirements
• Leadership Skills
• Teamwork

Sixth Grade
• Responsibility
• Organizational & Study Skills
• Problem-Solving
• Time Management
• Utilizing Agenda
• Appreciation of Diversity
• Communication Skills
• Creating and Maintaining Positive Peer Relationships
• Problem-Solving
• Recognizing, Refusing, & Reporting Bullying
• Peer Mediation
• Extracurricular Involvement
• Coping and Stress-Reduction Skills
• Character Education
• Career Exposure
• Exploration of Career Interests
• Exploration of

Interests/Hobbies
• Goal-Setting
• Leadership Skills
• Teamwork

Seventh Grade
• Responsibility
• Organizational & Study Skills
• Problem-Solving
• Balancing Academic Load and Social Activities
• Goal-Setting
• Appreciation of Diversity and of Emotional and Physical Health Challenges
• Communication Skills
• Recognizing, Refusing, & Reporting Bullying
• Personal Strengths
• Self-Esteem
• Managing Peer and Social Pressures
• Conflict Resolution Skills
• Coping and Stress-Reduction Skills
• Character Education
• Outside Resources
• Career Exposure
• Continued Exploration of Career Interests
• Continued Exploration of Interests/Hobbies
• Goal-Setting
• Leadership Skills
• Teamwork

Eighth Grade
• Organizational & Study Skills
• Balancing Academic Load and Social Activities
• Goal-Setting
• Adjusting to More Rigorous Academic Expectations
• Developing More Academic Responsibility
• Appreciation of Diversity and of Emotional and Physical Health Challenges
• Communication Skills
• Recognizing, Refusing, &

Reporting Bullying
• Personal Strengths
• Self-Esteem
• Managing Peer and Social Pressures
• Positive Decision-Making
• Coping and Stress-Reduction Skills
• Character Education
• Knowledge of Outside Resources
• Transitions
• Career Exposure
• Continued Exploration of Career Interests
• Continued Exploration of Interests/Hobbies
• Goal-Setting
• Leadership Skills
• Teamwork
• Working with Middle School Counselor and High School Counselors in Creating a Ninth Grade Schedule and Possible Four-Year High School Plan

Integration of Career Readiness, Life Literacies and Key Skills

The Delaware Township School District addresses the 21st century themes and skills throughout the curriculum and during student contact and counseling. K-8

9.4.2.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	You can give back in areas that matter to you.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1,

	6.1.2.CivicsCM.2).
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
	There are benefits to having a positive credit history.
9.4.2.CT	Critical Thinking and Problem-solving
9.1.5.CP.1	Identify the advantages of maintaining a positive credit history.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Taxes are collected on a variety of goods and services at the local, state, and federal levels.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Early planning can provide more options to pay for post-secondary training and employment.
9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
9.4.2.DC	Digital Citizenship
	Digital artifacts can be owned by individuals or organizations.
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.2	Explain the importance of respecting digital content of others.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
	Individuals should practice safe behaviors when using the Internet.
	There are variety of resources available to help navigate the career planning process.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

	Employee benefits can influence your employment choices.
9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
	Digital communities allow for social interactions that can result in positive or negative outcomes.
9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
	Young people can have a positive impact on the natural world in the fight against climate change.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
	Individuals from different cultures may have different points of view and experiences.
9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
	There are resources to help an individual create a business plan to start or expand a business.
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
	Digital tools can be used to display data in various ways.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
	Information is shared or conveyed in a variety of formats and sources.
9.4.2.TL	Technology Literacy
	Digital tools have a purpose.
	Collaboration can simplify the work an individual has to do and sometimes produce a better product.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections

New Jersey Student Learning Standards
2.1 (Wellness): All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development
1. Explain what being "well" means and identify self-care practices
2. Explain the physical, social, emotional, and mental dimensions of personal wellness
3. Analyze the role of personal responsibility in maintaining and enhancing

personal, family, community, and global wellness.
D. Safety
1. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
2. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
E. Social and Emotional Health
1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.
2.2 (Integrated Skills): All students will use health-enhancing persona, interpersonal, and life skills to support a healthy, active lifestyle.
A. Interpersonal Communication
1. Express needs, wants, and feelings in health- and safety-related situations.
2. Demonstrate effective communication and listening skills.
3. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
4. Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
B. Decision Making
1. Explain the steps to making an effective health decision.
2. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
C. Character Development
1. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
3. Explain how character and core ethical values can be useful in addressing challenging situations.
D. Advocacy and Service
1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participation in social and health- or service-organization initiatives have a positive social impact.
6. Explain the impact of participation in different kinds of service projects on community wellness.
E. Health Services and Information
1. Distinguish health issues that warrant support from trusted adults or health professionals.
2. Determine where to access home, school, and community health professionals.
3. Identify community helpers who assist in maintaining a safe environment.
2.4 (Human Relationships and Sexuality) – All students will learn the

physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support healthy, active lifestyles.

A. Relationships

1. Compare and contrast different kinds of families locally and globally.
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Determine the factors that contribute to healthy and unhealthy relationships.
4. Demonstrate successful resolution of a problem(s) among friends and in other relationships.
5. Explain that families experiencing a change or crisis can get help if they need it.
6. Define friendship and explain that friends are important throughout life.
7. Identify appropriate ways for children to show affection and caring.

9.1 (21st Century Life Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

1. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
2. Plan and follow steps to make choices and decisions.
3. Determine when the use of technology is appropriate to solve problems.
4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

B. Creativity and Innovation

1. Use multiple points of view to create alternative solutions
2. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
3. Assess data gathered to solve a problem for which there are varying perspectives and determine how the data can best be used to design solutions.

C. Collaboration, Teamwork, and Leadership

1. Determine an individual's responsibility for personal actions and contributions to group activities.
2. Practice collaborative skills and compromise in groups to complete tasks

D. Cross-Cultural Understanding and Interpersonal Communication

1. Express needs, wants, and feelings appropriately in various situations. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for conflict resolution.
5. Work cooperatively with others to accomplish a task.

E. Communication and Media Fluency

1. Explain why some uses of media are unethical

F. Accountability, Productivity, and Ethics

1. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
2. Explain the importance of understanding and following rules in family, classroom, and community settings.

9.3 (Career Awareness, Exploration, and Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
A. Career Awareness
1. Develop an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.
2. Appraise personal likes and dislikes and identify careers that might be suited to personal likes
B. Career Exploration
1. Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
2. Recognize that there is a relationship between personal behavior and employability.

Differentiation

All direct instruction is developed to meet the individual needs of the student.

Modifications & Accommodations

IEP and 504 accommodations are utilized.

Technology Integration

Technology is integrated into the guidance curriculum as a resource for student growth and development. Students may engage in research projects, community outreach, on-line learning and communication.

	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

ETW	Effects of Technology on the Natural World
	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
	The availability of technology for essential tasks varies in different parts of the world.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Formative Assessments

Discussions

Group counseling

Observations

Discussions with staff

Summative Assessments

Counselor made assessments, when indicated.

Benchmark Assessments

Student emotional growth over time. Students are in contact with the guidance counselor(s) from year to year and records are kept when relevant.

Instructional Materials

A variety of instructional and learning activities utilize resouces gathered in a number of different ways from on-line resources, guidance teaching materials, not limited but including:

- Books
- games
- group games
- craft supplies
- worksheets
- manipulatives
- comfort items
- Mindfulness supplies

- Instructional units
- Videos/On-line videos

Standards

National Standards for School Counseling Programs
ASCA National Standards for Students
(Competencies and Indicators)
Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1
Academic Development (A)
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
A:A1 Improve Academic Self-Concept
A:A1.1 Articulate feelings of competence and confidence as learners
A:A1.2 Display a positive interest in learning
A:A1.3 Take pride in work and achievement
A:A1.4 Accept mistakes as essential to the learning process
A:A1.5 Identify attitudes and behaviors that lead to successful learning
A:A2 Acquire Skills for Improving Learning
A:A2.1 Apply time-management and task-management skills
A:A2.2 Demonstrate how effort and persistence positively affect learning
A:A2.3 Use communication skills to know when and how to ask for help when needed
A:A2.4 Apply knowledge and learning styles to positively influence school performance
A:A3 Achieve School Success
A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.3 Develop a broad range of interests and abilities
A:A3.4 Demonstrate dependability, productivity and initiative
A:A3.5 Share knowledge
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
A:B1 Improve Learning
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner
A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/junior and high school
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
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.
A:C1 Relate School to Life Experiences
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
Personal/Social (PS)
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
PS:A1 Acquire Self-knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.7 Recognize personal boundaries, rights and privacy needs
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles
PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application
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
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals
Standard C: Students will understand safety and survival skills.
PS:C1 Acquire Personal Safety Skills
PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6 Identify resource people in the school and community, and know how to seek their help
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
PS:C1.9 Learn how to cope with peer pressure
PS:C1.10 Learn techniques for managing stress and conflict
PS:C1.11 Learn coping skills for managing life events
Career Development (C)
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C:A1 Develop Career Awareness
C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A1.4 Learn how to interact and work cooperatively in teams
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time
C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problemsolving and organizational skills
C:A2.3 Demonstrate knowledge about the changing workplace
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.5 Learn to respect individual uniqueness in the workplace
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time- and task-management skills
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
C:B1 Acquire Career Information
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career-planning process
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:B1.6 Learn to use the Internet to access career-planning information
C:B1.8 Understand how changing economic and societal needs influence employment trends and future training
C:B2 Identify Career Goals
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:B2.4 Select course work that is related to career interests
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.
C:C1 Acquire Knowledge to Achieve Career Goals
C:C1.1 Understand the relationship between educational achievement and career success
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests influencing career choice and success
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5 Describe the effect of work on lifestyle
C:C1.6 Understand the importance of equity and access in career choice
C:C1.7 Understand that work is an important and satisfying means of personal expression
C:C2 Apply Skills to Achieve Career Goals
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2 Learn how to use conflict management skills with peers and adults
C:C2.3 Learn to work cooperatively with others as a team member
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences
American School Counselor Association (2004). ASCA

National Standards for Students. Alexandria, VA: Author.