



GUIDANCE GRADES PRE-K-12 CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born on May 14, 2020

**MIDDLE TOWNSHIP SCHOOLS DEPARTMENT OF
CURRICULUM AND INSTRUCTION
DEVELOPMENTAL SCHOOL COUNSELING CURRICULUM**

GRADES Pre-K - 5

Acknowledgements

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THE ROLE OF THE SCHOOL COUNSELOR

The school counselor is a positive change agent in the school and plays the role of an advocate for the success of all students (New Jersey School Counseling Initiative, NJSCA, 2005).

The school counselor is a master's level certificated professional, trained in counseling programs that meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The New Jersey school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; collaboration with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families (NJAC 6A :9-13.8, NJDOE, 2004).

The Elementary school counselor works in Middle Township Elementary #1 and Elementary #2 Public Schools to develop a comprehensive counseling program that is aligned with the American School Counselors Association (ASCA) National Standards and National Model and New Jersey School Counseling Association (NJSCA) NJ School Counseling Initiative. In addition, the comprehensive program will address the mandates of Harassment, Intimidation and Bullying Legislation and NJ Administrative Code. The counseling program will also be flexible to address any particular needs of the school district based on needs assessments and/or administrative directive.

A comprehensive school counseling program is designed to respond to specific student needs, being on the cutting edge of positive change. She/he is a change agent, skilled in group dynamics problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As an active change agent in the school, she/he collaborates with others to facilitate and promote change each day in all school arenas: in classrooms, school climate, parent conferences, staff development, I&RS committees, and community groups. In addition, the school counselor helps to close the achievement gap and open equitable opportunities for all students.

A Middle Township Public school counselor:

- Designs, leads, implements and evaluates the comprehensive school counseling program
- Follows a clearly defined counselor role description based on counseling goals for all students
- Establishes positive relationships with all students through individual contacts, lunch bunches or play groups
- Provides classroom guidance, individual and group counseling, behavioral interventions, and crisis counseling as needed
- Utilizes professional training in individual and group counseling, group facilitation,
- consultation, coordination, collaboration, and systemic change
- Collaborates with teachers, administrators, and other specialists to promote student improvement and success
- Works to remove school, cultural, community, and systemic barriers to student achievement
- Assures access to opportunities and rigorous educational experiences for all students
- Solicits broad participation from parents, teachers, students, community members, support staff, board members, and administrators

BELIEFS AND PHILOSOPHY

The philosophy and beliefs of the programs presented by the school counselors of Middle Township #1 and #2 Public Schools are that:

- Students are our highest priority
- Students are unique and have the right to develop their individual career and personal/ social potential
- Students have the right to be treated with dignity and respect and learn in a safe and supportive environment
- The school counselor is an advocate for and supports each student by fostering student connectedness with peers, staff, and family

The School Counselor will:

- Plan and manage the comprehensive school counseling program
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association
- Participate in professional development activities essential to maintaining a quality school counseling program

MISSION STATEMENT

The mission of the Middle Township Public Schools Counseling Department in grades Pre-K-5 is to engage all students in emotional and social growth, and academic achievement. The School Counseling Program will deliver a comprehensive and rigorous education program that addresses the “whole child.”

PROGRAM GOALS

The counselor will fulfill the goals and objectives of the Developmental Counseling Program through individual counseling, small group counseling, classroom group guidance, coordination of services, and consultation with parents and teachers. The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor. The counselor helps students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Guidance and Counseling Program will be reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor will act as a consultant to offer guidance materials and activities to supplement their curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling services. Students will be comfortable enough with the School Counselor in order to self-refer when problems arise.

ASCA Standards for Students Competencies and Indicators

1. Personal/Social Development

FOCUS: Becoming aware of who I am and how I interact effectively with others.

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as the students' progress through the school and into adulthood.

- **Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- **Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.
- **Standard C:** Students will understand safety and survival skills.

2. Academic Development

FOCUS: Achieving academic success, aspiring to the highest level of student achievement, acquiring skills for lifelong learning.

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

- **Standard A:** Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- **Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- **Standard C:** Students will understand the relationship of academics to the world of work and to life at home and in the community.

3. Career Development

FOCUS: Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life.

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.

- **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.
- **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- **Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work

Middle Township Public Schools
Schoolwide School Counseling Developmental Programs

The counseling curriculum consists of structured developmental experiences presented through classroom and group activities. The purpose is to provide all students at all grade levels with knowledge and assistance in acquiring and using life skills. Student competencies as defined in this program will be addressed through the use of small group counseling, large group session and school wide programs.

SCHOOL-BASED COUNSELING

Services

- Individual Counseling for:
 - Academic Concerns
 - Adjustment to school (new student transition)
 - Behavioral Issues
 - Crisis Management/Crisis Prevention and Intervention
 - Grief/Bereavement
 - Home and Family Issues
 - School Interaction Problems
 - Suicide/Risk Screenings
 - Transition to the next grade level/new school
- Group Counseling for:
 - Academic Issues
 - Anger Management
 - Divorce and family changes
 - Grief and loss
 - Decision Making
 - New Students
 - Psychoeducational
 - Social Skills
 - Stress Management
 - Study Skills
 - Self-Esteem/ Self-Concept
- Large group (classroom developmental lessons):
 - Bullying
 - Character Education
 - Conflict Resolution
 - Violence Prevention

- Skills for Learning
- Empathy
- Emotional Management

Other counseling services include:

- Student recognition programs
- School Climate Teams
- Intervention and Referral Services Committee
- Section 504 Committee
- Parent conferences and referrals
- Staff consultations/ teacher meetings
- Community referrals to outside agencies/resources
- Participation in Back to School Night and parent/teacher conferences
- Periodic check ins with at-risk students
- Participation in committee meetings (i.e., Response to Intervention/Intervention and Referral Services)
- Anti-Bullying Specialist
- DCP&P Liaison

CONSULTATION

Consulting System

- Administration
- Child Study Team
- Special Language Specialists
- Outside agencies
- Parents
- Teachers
- Other School Counselors/Student Services Professionals
- Articulation with middle and high school counselors
- DCP&P

ELEMENTARY SCHOOL COUNSELING CURRICULUM

Grade	Skill	Objective	ASCA Domain
Pre-K & Kindergarten	Conflict vs. Bullying	<ul style="list-style-type: none"> -Understand that conflict is a normal occurrence in relationships. -Use words to describe the problem. -Compare different solutions through guided discussion. -Use words and assertiveness skills to deal with conflict -Identify the difference between bullying vs. conflict. -Discuss reasons for supporting the conflict solution of their choice. -Understand the difference between tattling and telling. 	Personal/Social
Grade 1	Conflict vs. Bullying	<ul style="list-style-type: none"> Understand that conflict is a normal occurrence in relationships. -Use words to describe the problem. -Generate multiple solutions to problems presented -Use words and assertiveness skills to deal with conflict -Identify the difference between bullying vs. conflict. -Provide reasons for supporting the conflict solution of their choice. -Understand the difference between tattling and telling. 	Personal/Social
Grade 2	Conflict vs. Bullying	<ul style="list-style-type: none"> -Understand that conflict is a normal occurrence in relationships. -Use words to describe the problem without blaming any party. -Generate several solutions to a problem and determine if they are safe and respectful -Accept responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios -Practice assertiveness skills to deal with conflict -Identify the difference between bullying vs. conflict. -Understand the difference between tattling and telling. 	Personal/Social

<p>Grade 3</p>	<p>Conflict vs. Bullying</p>	<ul style="list-style-type: none"> -Define the term “conflict.” -Understand that conflict is a normal occurrence in relationships. -Define the term “bullying” and begin to understand from a legal perspective. -Recognize the difference between bullying and normal conflict. -Use words to describe the problem without blaming any party. -Generate and apply various solutions to determine a safe outcome. -Justify choice of conflict solution. -Recognize aggressive, passive, and assertive behavior. Practice assertiveness skills to deal with conflict -Determine when reporting problem to an adult is an appropriate action. -Accept responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios. 	<p>Personal/Social</p>
<p>Grade 4</p>	<p>Conflict vs. Bullying</p>	<ul style="list-style-type: none"> -Define the term “conflict.” -Understand that conflict is a normal occurrence in relationships. -Define the term “bullying” and begin to understand from a legal perspective. -Recognize the difference between bullying and normal conflict. -State the problem without blaming any party. -Generate and apply various solutions to determine a safe outcome. -Justify choice of conflict solution. -Recognize aggressive, passive, and assertive behavior. -Apply assertiveness skills to deal with conflict -Determine when reporting problem to an adult is an appropriate action. -Accept responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios. 	<p>Personal/Social</p>

Grade 5	Conflict vs. Bullying	<ul style="list-style-type: none">-Define the term "conflict."-Understand that conflict is a normal occurrence in relationships.-Define the term "bullying" and begin to understand from a legal perspective.-Recognize the difference between bullying and normal conflict.-Generate and apply various solutions to determine a safe outcome.-State their reasons for supporting the conflict solution.-Recognize aggressive, passive, and assertive behavior.-Apply assertiveness skills to handle conflicts.-Determine when reporting problem to an adult is an appropriate action.	Personal/Social
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Grade	Skill	Objective	ASCA Domain
Pre-K & Kindergarten	Listening and Peer Relationships	<ul style="list-style-type: none"> -Understand and demonstrate Whole Body Listening Skills. -Identify good and poor listening behaviors. -Understand the concept and benefits of positive self-talk. -Understand the importance of reflective listening in social situations. 	Personal/Social
Grade 1	Listening and Peer Relationships	<ul style="list-style-type: none"> -Understand and demonstrate Whole Body Listening Skills. -Identify good and poor listening behaviors -Utilize positive self-talk. -Understand the importance of reflective listening in social situations. -Distinguish an assertive request from a passive or aggressive one. -Understand the importance of reflective listening in social situations. 	Personal/Social
Grade 2	Listening and Peer Relationships	<ul style="list-style-type: none"> -Understand and demonstrate Whole Body Listening Skills. -Identify good and poor listening behaviors -Utilize positive self-talk. -Understand the importance of reflective listening in social situations. -Distinguish an assertive request from a passive or aggressive one. 	Personal/Social
Grade 3	Listening and Peer Relationships	<ul style="list-style-type: none"> -Identify good and poor listening behaviors -Understand the importance of reflective listening in social situations -Apply skills for learning (focus attention, listen effectively, use self- talk, act assertively) to social situations -Effectively listen using ears, eyes, brain and body (whole body listening) -Understand the role effective listening has in practicing empathy (identify others feelings using clues, take others' perspectives, show compassion, develop friendship skills) 	Personal/Social

<p>Grade 4</p>	<p>Listening and Peer Relationships</p>	<ul style="list-style-type: none"> -Identify good and poor listening behaviors -Understand the importance of reflective listening in social situations and practice skill -Apply skills for learning (focus attention, listen effectively, use self- talk, act assertively) to social situations -Effectively listen using ears, eyes, brain and body (whole body listening) and understand implication of poor listening skills in social situations -Understand the role effective listening has in practicing empathy (identify others feelings using clues, take others' perspectives, show compassion, develop friendship skills) 	<p>Personal/Social</p>
<p>Grade 5</p>	<p>Listening and Peer Relationships</p>	<ul style="list-style-type: none"> -Identify good and poor listening behaviors -Understand the importance of reflective listening in social situations and practice skill -Apply skills for learning (focus attention, listen effectively, use self-talk, act assertively) to social situations -Effectively listen using ears, eyes, brain and body (whole body listening) and understand implication of poor listening skills in social situations -Understand the role effective listening has in practicing empathy (identify others feelings using clues, take others' perspectives, show compassion, develop friendship skills) 	<p>Personal/Social</p>

Grade	Skill	Objective	ASCA Domain
Pre-K & Kindergarten	Listening and Academic Success	<ul style="list-style-type: none"> -Focus attention by concentrating and ignoring distractions and by using eyes, ears, brain and body (whole body listening) -Use self-talk to maintain attention and focus. -Identify an assertive tone and posture. -Understanding that assertive communication is the best way to ask for help. 	Academic Personal/Social
Grade 1	Listening and Academic Success	<ul style="list-style-type: none"> - Focus attention by concentrating and ignoring distractions and by using eyes, ears, brain and body (whole body listening) -Demonstrate self-talk strategies for remembering directions. -Identify assertive posture and tone of voice 	Academic Personal/Social
Grade 2	Listening and Academic Success	<ul style="list-style-type: none"> -Identify examples of successful listening -Identify examples of focusing attention -Demonstrate using self-talk in response to scenarios -Demonstrate assertive communication skills in response to scenarios. 	Academic Personal/Social
Grade 3	Listening and Academic Success	<ul style="list-style-type: none"> -Apply focusing-attention and listening skills in response to scenarios -Identify classroom distractions -Demonstrate the use of self-talk in response to scenarios -Demonstrate assertive communication skills in response to scenarios -Connect academic success to success in other areas of life 	Academic Personal/Social
Grade 4	Listening and Academic Success	<ul style="list-style-type: none"> - Acquire self-confidence in the ability to learn. -Apply self-motivation and self-direction to learning. -Demonstrate the ability to work independently. -Demonstrate assertiveness skills and ability to assert self, as necessary. -Demonstrate social maturity and behaviors appropriate to the situations and environment -Connect academic success to success in other areas of life as demonstrated by discussion regarding short- and long-term planning 	Academic Personal/Social

Grade 5	Listening and Academic Success	<ul style="list-style-type: none"> -Acquire self-confidence in the ability to learn. -Apply self-motivation and self-direction to learning. -Demonstrate the ability to work independently. -Demonstrate assertiveness skills and ability to assert self, as necessary. -Demonstrate social maturity and behaviors appropriate to the situations and environment -Connect academic success to success in other areas of life as demonstrated by discussion regarding short- and long-term planning 	Academic Personal/Social
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Grade	Skill	Objective	ASCA Domain
Pre-K & Kindergarten	Emotional Management	<ul style="list-style-type: none"> -Apply “calming-down” techniques to manage feeling excited or impatient while waiting. -Identify disappointment and apply “calming-down” techniques. -Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully. -Understand that they have choices in the way they resolve conflicts -Apply anger management techniques. 	Personal/Social
Grade 1	Emotional Management	<ul style="list-style-type: none"> -Identify physical cues in their bodies that help them identify their feelings. -Demonstrate Calming Down Steps to manage strong feelings. -Demonstrate the proper belly-breathing technique. -Recognize situations that require the use of calming-down strategies. -Use positive self-talk to calm down. -Identify trusted adults to talk to when feeling worried. 	Personal/Social
Grade 2	Emotional Management	<ul style="list-style-type: none"> -Identify physical clues that can help them name their own feelings. -Calm down using learned steps and strategies -Identify trusted adults to talk to when feeling worried. 	Personal/Social

Grade 3	Emotional Management	<p>Understand how they typically handle conflicts (interpersonal and intrapersonal conflicts)</p> <ul style="list-style-type: none"> -Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully. -Apply anger management techniques. -Generate alternatives to physically fighting. -Identify physical clues that can help label own feelings -Recognize how strong feelings affect their brains and bodies -Calm down using learned steps and strategies -Manage their strong feelings 	Personal/Social
Grade 4	Emotional Management	<ul style="list-style-type: none"> -Understand how they typically handle conflicts (interpersonal and intrapersonal conflicts); identify strengths and areas needing improvement -Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully. -Apply anger management techniques. -Generate alternatives to physically fighting. -Apply individual abilities to their fullest to achieve high quality results and outcomes. -Demonstrate self-discipline and self-control. -Apply effective coping skills when faced with a problem. 	Personal/Social
Grade 5	Emotional Management	<ul style="list-style-type: none"> -Understand how they typically handle conflicts (interpersonal and intrapersonal conflicts); identify strengths and areas needing improvement -Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully. -Apply anger management techniques. -Generate alternatives to physically fighting. -Apply individual abilities to their fullest to achieve high quality results and outcomes. -Demonstrate self-discipline and self-control. -Demonstrate ability to overcome barriers to learning -Apply effective coping skills when faced with a problem. 	Personal/Social



Grade	Skill	Objective	ASCA Domain
Pre-K & Kindergarten	Goal Setting	<ul style="list-style-type: none">-Develop goals with guidance.-Take on new challenges with optimism.-Finish task once started.-Use adversity as a motivator and teaching tool.-Revisit goals and progress monitor with assistance.-Work harder even after experiencing failure or feel like quitting.	Career
Grade 1	Goal Setting	<ul style="list-style-type: none">-Develop goals with guidance.-Take on new challenges with optimism.-Finish task once started.-Use adversity as a motivator and teaching tool.-Revisit goals and progress monitor with assistance.-Work harder even after experiencing failure or feel like quitting.	Career
Grade 2	Goal Setting	<ul style="list-style-type: none">-Develop goals with guidance.-Take on new challenges with optimism.-Finish task once started.-Use adversity as a motivator and teaching tool.-Revisit goals and progress monitor with assistance.-Work harder even after experiencing failure or feel like quitting.	Career
Grade 3	Goal Setting	<ul style="list-style-type: none">-Develop goals with increased independence.-Take on new challenges with optimism.-Finish task once started.-Use adversity as a motivator and teaching tool.-Revisit goals and progress monitor with assistance.-Work harder even after experiencing failure or feel like quitting.	Career

Grade 4	Goal Setting	<ul style="list-style-type: none">-Develop goals with increased independence.-Take on new challenges with optimism.-Finish what you begin.-Working harder even after experiencing failure or when you feel like quitting.	Career
Grade 5	Goal Setting	<ul style="list-style-type: none">-Develop goals independently.-Take on new challenges with optimism.-Finish what you begin.-Working harder even after experiencing failure or when you feel like quitting.	Career

Appendix A: Elementary School Resources Counseling Tools (from <http://www.elementaryschoolcounseling.org/resources.html>)

A Story & Art www.amommysadventures.com/p/start.html

A Thin Line www.athinline.org

About Face (Arthur Game)

<http://pbskids.org/arthur/games/aboutface/aboutface.html>

Banner Snack www.bannersnack.com

BrainPOP www.brainpop.com

BrainPOP Jr. www.brainpopjr.com

Buckalope Elementary www.buckalopeelementary.com

Bulletin Boards to Remember

<http://bulletinboardstoremember.blogspot.com>

Challenge Day-www.challengeday.org/mtv

College Career Life Planning www.collegecareerlifeplanning.com

Confident Parents, Confident Kids

<http://confidentparentsconfidentkids.org>

Dove Social Mission www.dove.us/Social-Mission

EduKate & Inspire <http://edukateandinspire.blogspot.com>

Fable Vision www.fablevision.com

Hello Grief www.hellogrief.org

Help Others.org www.helpothers.org

The Home Teacher <http://thehometeacher.blogspot.com> Infinite

Learning Lab <http://learninglab.org>

It's My Life <http://pbskids.org/itsmylife/index.html>

Jodee Blanco Videos www.jodeeblanco.com/media_room_video.htm

The Kid Should See This <http://thekidshouldseethis.com>

Learn to Read from Your Sofa www.sofasandsectionals.com/sofa-reading-resources

Life Lessons for Little Ones www.lifelessonsforlittleones.com

Little Parachutes www.littleparachutes.com

Mean Stinks <https://meanstinks.com>

Meeting Wizard www.meetingwizard.com

National Alliance for Grieving Children www.childrengrieve.org

The NED Show www.thenedshow.com

Notebook Babies www.notebookbabies.com

Online Storytime www.barnesandnoble.com/u/online-storytime-books-toys/379003588

Pacer Center's Kids Against Bullying www.pacerkidsagainstbullying.org

Paula Kluth: Toward Inclusive Classrooms and Communities
www.paulakluth.com

PBS Kids <http://pbskids.org>

Prezi <http://prezi.com>

Reading Rockets www.readingrockets.org

Sesame Street Tool Kits

www.sesamestreet.org/parents/topicsandactivities/toolkits

Sesame Street YouTube Channel www.youtube.com/user/SesameStreet

Smile box www.smilebox.com

Smyface <http://smyface.com>

Social Media Icons <http://webdesignledger.com/freebies/the-best-social-media-icons-all-in-one-place>

Speakaboos www.speakaboos.com

Starfall: I'm Reading! www.starfall.com/n/level-c/index/load.htm?f

Stop Bullying Now! www.stopbullying.gov

Story bird www.storybird.com

Storyline Online www.storylineonline.net

Teens Against Bullying www.pacerteensagainstbullying.org

Virginia Career VIEW www.vaview.vt.edu

Vistaprint www.vistaprint.com

Watson Institute (Social Stories)

www.thewatsoninstitute.org/teacherresources2.jsp?pageId=2161392240601226415747290

We Do Listen Foundation www.wedolisten.org

We Give Books www.wegivebooks.org

Weebly www.weebly.com

The Wonderful World of Sticky Burr

YouTube (Elementary School Counseling's Account) www.youtube.com/user/eschoolcounseling

Suggested Literature (from the New Jersey State Bar Foundation Bullying Busting Curriculum & Conflict Resolution):

Chrysanthemum: Kevin Henkes [You Tube Video](#)

The Hundred Dresses: Eleanor Estes & Louis Slobodkin
Nobody Knew What to Do: Becky Ray McCain
Telling Isn't Tattling; Kathryn M. Hammerseng
Say Something: Peggy Moss [You Tube Video](#)

The Terrible Things: Eve Bunting

The Ugly Duckling: Hans Christian Andersen

Just Kidding: Trudy Ludwig

King of the Playground: Phyllis Reynolds Naylor [You Tube Video](#)

The Empty Pot: Demi [You Tube Video](#)

Enemy Pie: Derek Munson [You Tube Video](#)

Recess Queen: Alexis O'Neill [Recess Queen](#)

Ruby the Copycat: Margaret Rathmann [You Tube Video](#)

The Three Little Pigs and the Big Bad Wolf: James Halliwell-Philipps [YouTube Video](#)

David Goes to School: David Shannon [You Tube Video](#)

Character Trait: Acceptance

The Colors of Us: Karen Katz

The Colors of Us: :Jamie Lee Curtis & Laura Cornell

Carla's Sandwich: Debbie Herman

A Bad Case of Stripes: David Shannon

Derek the Knitting Dinosaur: Mary Blackwood

Charlie the Caterpillar: Dom De Luise

Tyrone and the Swamp Gang: Hans Wilhelm

*The Glitter Dragon:*Caroline Repchuk

Crickwing: Janell Cannon

Cheater: Hans Wilhelm

Big Al: Andrew Clements Yoshi

Rainbow Fish to the Rescue: Marcus Pfister

Alexander and the Terrible Horrible No Good Very Bad Day: Judith Viorst

Character Trait: Caring

Please Don't Hurt Abby the Labby: Wendy Wyatt

Corduroy: Don Freeman

Have you Filled a Bucket Today?: Carol McCloud

Character Trait: Trustworthiness

Junie B., First Grader-Cheater Pants: Barbara Park

The Real Thief: William Steig

Why Mosquitoes Buzz in People's Ears: Verna Aardema

Like Your Buttons: Sarah Lamstein

The Golden Goin': Alma Flor Ada

David Gets in Trouble: David Shannon

Edward Fudwupper Fibbed Big: Berkeley Breathed

MIDDLE TOWNSHIP MIDDLE SCHOOL
COUNSELING CURRICULUM
DEPARTMENT OF CURRICULUM AND INSTRUCTION

ACKNOWLEDGEMENTS

Dr. David Salvo, Superintendent of Schools

Dr. Toni Lehman, Director of Curriculum & Instruction

CURRICULUM WRITING COMMITTEE

Monica DeRose

MISSION MIDDLE TOWNSHIP PUBLIC SCHOOLS COUNSELING DEPARTMENT

The mission statement of the Middle Township Public Schools' school counseling program is to provide a comprehensive, developmental counseling program addressing academic, career, and personal – social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians, and the community, school counselors facilitate the support system to ensure all students in Middle Township Public Schools have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Middle Township Middle School School Counseling Department Beliefs

1. All students have dignity and worth
2. All students should have access to a credentialed school counselor who advocates for their academic, career, and social/emotional needs
3. The school counseling program is planned and coordinated by the school counselors with input from staff and parents, as well as an advisory council composed of school counselors, students, parents, and staff
4. School Counselors serve as leaders and collaborators in assessing barriers to learning and academic success and will advocate for equity and access to programs for all students
5. All students can be successful in a rigorous environment
6. All student's ethical, cultural, racial, sexual difference and special needs are considered in planning and implementing the school counseling program
7. School counselors abide by the ASCA Ethical Standards for School Counselors to make informed decisions based on the highest moral principles
8. Professional development is crucial for the school counselors to stay informed with current trends

The Middle Township Public Schools comprehensive school-counseling program integrates academic, career and personal/social development. Individual counseling, group counseling, consultation, coordination/referral, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program.

Individual Counseling:

Counselors will frequently engage in individual counseling sessions with students to work on a problem together or a specific topic of interest. A one-on-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings and behaviors. School counselors establish trust and provide information, always considering actions in terms of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided. Individual counseling generally addresses the specific concerns of targeted students with an identified need.

Middle Township Middle School Counselors provide Individual Counseling for:

- Academic Concerns
- Adjustment to school (new student transition)
- Behavioral Issues
- Crisis Management/Crisis Prevention and Intervention
- Grief/Bereavement
- Home and Family Issues
- School Interaction Problems
- Peer Interaction Concerns
- Suicide/Risk Screenings
- Transition to the next grade level/new school

Group Counseling

In small group counseling, a counselor works with two or more students together. Group discussions are generally based on structured learning experiences. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem centered, where attention is given to particular concerns or problems. Discussions also may be growth centered, where general topics are related to personal and academic development. Large group counseling provides an avenue for large scale delivery of information to the greatest number of students and is often followed up by small group or individual counseling.

Middle Township Middle School Counselors provide Small Group Counseling for:

- Academic Issues
- Peer Issues/Concerns
- Anger Management
- Grief and loss
- Decision Making
- New Students
- Psychoeducational
- Social Skills
- Stress Management
- Study Skills
- Self-Esteem/ Self-Concept

Middle Township Middle School Counselors provide Large Group (classroom/assembly) lessons for::

- Bullying
- Character Education
- Conflict Resolution
- Violence Prevention
- Healthy Decision Making
- Substance Abuse Prevention
- Skills for Learning
- Emotional Management

- Career Goals and Assessments
- Preparation for High School (Goal Setting, Preparation for Coursework, Academy/Naval Cadet Information Programs)

Consultation:

The counselor as a consultant primarily helps students, parents and teachers to be more effective in working with others. Consultation helps students, parents and teachers think through problems and concerns, acquire additional knowledge and skill and become more objective. This intervention can take place in individual or group conferences, staff development activities, or parent informational seminars.

Middle Township Middle School Counselors consult with:

- Administration
- Child Study Team
- Special Language Specialists
- Outside agencies (DCP&P, Law Enforcement, Outside Counselors/Therapists, Crisis Management Personnel, etc)
- Parents and Families
- Teachers
- Other School Counselors/Student Services Professionals
- Articulation with lower elementary and high school counselors

Coordination/Referral/Case Management:

Counselors serve as a liaison between teachers, parents, support personnel, and community resources to facilitate successful student development. As student advocates, counselors often refer students to appropriate resources. Counselors provide the necessary monitoring of an individual student's progress toward achieving success in academic, career, and personal/social areas. The counseling methods employed vary according to individual students' needs.

Middle Township Middle School Counselors coordinate, refer and provide case management through:

- Student recognition programs
- School Climate Teams
- Intervention and Referral Services Committee
- Section 504 Committee/Coordinator

- Anti-Bullying Specialist
- Parent conferences and referrals
- Staff consultations/teacher meetings
- Community referrals to outside agencies/resources
- Participation in Back to School Night and parent/teacher conferences
- Periodic check ins with at-risk students
- Participation in committee meetings (i.e., Response to Intervention/Intervention and Referral Services, CST)

Guidance Curriculum:

The guidance curriculum is composed of organized objectives and activities to provide information, knowledge, and skills developmentally and sequentially in the areas of academic, career and personal/social development. Counselors deliver the curriculum in a variety of settings such as group presentations, which offer the best opportunity to provide guidance to the largest number of students in our schools. Frequently, the initial large group meetings are followed by smaller group sessions where students can discuss the presented material in more detail. Counselors may also partner with other teachers, departments and various other members of the school community to deliver parts of the guidance curriculum.

Program Evaluation:

Counselors continually meet to assess the needs of their students, evaluate their programs, and make changes in the school counseling program to better meet the current, identified needs of students.

6th Grade						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Middle School Transitions and New Student Success	Academic Personal/Social	Demonstrate the ability to adjust to changing school structures and continue to meet academic success	6th Grade Summer Experience, Panther Block Intervention, Individual/Group Counseling	Powerschool Data/Grades, PAWS Program	Full Year	MTMS Agenda Book, "Moving On" and "Next Grade" Transitions Activity (What Works When with Children and Adolescents by Ann Vernon)
Self-management for Life Long Learning	Academic Personal/Social	Develop and practice a self-management system to promote academic success	Panther Block Intervention, Individual/Group Counseling for Academics, Intervention & Referral Services	Powerschool Data/Grades, PAWS Program	Full Year	Powerschool, MTMS Agenda Book, Success For Teens-Goal Setting (www.successfoundation.org)
Integration of Self-Knowledge into Life and Career Plans	Career	Use current interests, strengths and limitations to guide individual career exploration	Panther Block Choice Activity, Individual/Group Counseling	Student Feedback	Full Year	Goal Setting www.positivepsychology.com
Self-Concepts	Personal/Social	Identify individual strengths and areas for personal growth and good citizenship	Individual/Group Counseling, 6th Grade Classroom Lessons	Student Feedback	Full Year	Owning Up: Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice by Rosalind Wiseman, NJ HIB Policy

6th Grade cont.						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Respect for Self and Others	Personal/Social	Identify and develop strategies to promote acceptance and respect in the school community.	6th Gr. Classroom Lessons, Grade Level Assemblies (Anti-Bullying)	Student Survey	September - June Activities	Owning Up: Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice by Rosalind Wiseman
Safe and Healthy Choices	Personal/Social	Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.	Grade Level Assemblies (Anti-Drug and Alcohol), Red Ribbon Week, Alcohol Awareness Month, Individual/Group Counseling, Health Curriculum	Student Surveys, Feedback	October-May	Cape Assist, SAC, www.redribbon.org , Steered Straight
Personal Responsibility in Relationships	Personal/Social	Apply problem solving and conflict-resolution strategies to promote acceptance and respect in the school and community.	6th gr. Classroom Guidance, Individual/Group Counseling, 6th Gr. Camping Trip	Feedback, Discipline Referrals, PAWS Program	September - June	Owning Up: Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice by Rosalind Wiseman, NJ HIB Policy

***6th Grade Curriculum focuses on introduction to middle school programs and academics and how to utilize programs for success. The 6th grade has unique experiences available to all students including an elementary/middle school summer transition program as well as an overnight 6th grade camping trip that fosters team building and personal/social skills.

7th Grade						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Middle School Transitions and New Student Success	Academic Personal/Social	Recognize ongoing academic expectations and develop strategies to meet increased demands	Panther Block Intervention, Individual/Group Counseling, PAWS Program, Afterschool Support Clubs	Powerschool Data/Grades, PAWS Program	Full Year	MTMS Agenda Book, Goal Ladders and Goals Worksheets www.positivepsychology.com
Self Management for Life-Long Learning	Academic Personal/Social	Demonstrate and refine a self-management system to promote academic success	Panther Block Intervention, Individual/Group Counseling for Academics, Intervention & Referral Services	Powerschool Data/Grades, PAWS Program	Full Year	Powerschool, MTMS Agenda Book, Success For Teens-Goal Setting (www.successfoundation.org)
Career Decision Making	Career	Utilize career and educational information to explore career paths of interest.	Computer Class	Student Feedback, Naviance Data	During Computer Cycle	Naviance Middle School Program: Learning Style Inventory and Career Interest Survey
Personal Safety of Self and Others	Personal/Social	Develop strategies to maintain personal safety	Individual/Group Counseling, 7th Grade LEAD Program, Health Curriculum	Student Feedback	Full Year	www.leadrugs.org

7th Grade cont.						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Self Concepts	Personal/Social	Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept	Individual/Group Counseling	Student Feedback	Full Year	What Works When by Ann Vernon, Stress Management and Self Esteem Activities, Salvaging Sisterhood & Girls in Real Life Situations by Julia Taylor
Safe and Healthy Choices	Personal/Social	Utilize effective problem-solving, decision making and refusal skills needed to make safe/healthy choices in social situations	Grade Level Assemblies (Anti-Drug and Alcohol), Red Ribbon Week, Alcohol Awareness Month, Individual/Group Counseling, Health Curriculum, 7th Grade LEAD Program	Student Surveys, Feedback	October-May	www.leadrugs.org, www.redribbon.org, www.drugfreenj.org, www.kidshealth.com
Personal Responsibility in Relationships	Personal/Social	Practice problem-solving and conflict resolution skills.	Individual/Group Counseling	Feedback, Discipline Referrals, PAWS Program	Full Year	Conflict Resolution Card Game, Owning Up: Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice by Rosalind Wiseman, NJ HIB Policy
Coping Skills	Personal/Social	Apply coping skills to manage life-changing events	Individual/Group Counseling	Student Feedback	Full Year	Social Skills Card Game

***7th Grade curriculum has an increase in healthy decision making skills. Our 7th grade students participate in the MTPD LEAD program as well as take part in the Cape May County PRIDE Survey.

8th Grade						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Integration of Self-Knowledge into Life and Career Plans	Career	Use current interests, strengths and limitations to guide individual career exploration	Panther Block Choice Activity, Individual/Group Counseling, Computer Class	Student Feedback, Naviance Data	Full Year	Naviance Middle School Program: Learning Style Inventory and Career Interest Survey
Personal Skills for Job Success	Career	Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan and employment at age 14.	Individual/Group Counseling, Classroom Guidance Lesson on Jobs, Computer Class	Student Feedback, NJ Working Papers Assigned, Naviance Data	Full Year	NJ State Working Papers, MTMS Job Application Brochure, Naviance Middle School Program
Self-Concepts	Personal/Social	Identify thoughts and feelings and how they relate to self-concept	Individual/Group Counseling	Student Feedback	Full Year	Mindfulness Activities and Card Game
Respect for Self and Others	Personal/Social	Identify thoughts and feelings and how they relate to self-concept	Individual/Group Counseling	Student Feedback	Full Year	Social Emotional Learning Card Game, Mindfulness Activities
Safe and Healthy Choices	Personal/Social	Recognize peer influence on risk-taking behaviors and consequences	Grade Level Assemblies (Anti-Drug and Alcohol), Red Ribbon Week, Alcohol Awareness Month, Individual/Group Counseling, Health	Student Surveys, Feedback	October-May	Cape Assist, SAC, www.redribbon.org , Steered Straight

8th Grade cont.						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Personal Responsibility in Relationships	Personal/Social	Exhibit an awareness of personal responsibility in conflict situations	Individual/Group Counseling	Feedback, Discipline Referrals, PAWS Program	Full Year	Owning Up: Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice by Rosalind Wiseman, NJ HIB Policy, Conflict Resolution Game and Activities
Integration of Self-Knowledge into Life and Career Plans	Career	Use current interests, strengths and limitations to guide individual career exploration	Panther Block Choice Activity, Individual/Group Counseling, Computer Class	Student Feedback, Naviance Data	Full Year	Naviance Middle School Program: Learning Style Inventory and Career Interest Survey
Personal Skills for Job Success	Career	Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan and employment at age 14.	Individual/Group Counseling, Classroom Guidance Lesson on Jobs, Computer Class	Student Feedback, NJ Working Papers Assigned, Naviance Data	Full Year	NJ State Working Papers, MTMS Job Application Brochure, Naviance Middle School Program
Self-Concepts	Personal/Social	Identify thoughts and feelings and how they relate to self-concept	Individual/Group Counseling	Student Feedback	Full Year	Mindfulness Activities and Card Game
Respect for Self and Others	Personal/Social	Identify thoughts and feelings and how they relate to self-concept	Individual/Group Counseling	Student Feedback	Full Year	Social Emotional Learning Card Game, Mindfulness Activities

8th Grade cont.						
Concept	ASCA Domain	Objective	Delivery	Evaluation	Scope	Resources
Safe and Healthy Choices	Personal/Social	Recognize peer influence on risk-taking behaviors and consequences	Grade Level Assemblies (Anti-Drug and Alcohol), Red Ribbon Week, Alcohol Awareness Month, Individual/Group Counseling, Health Curriculum	Student Surveys, Feedback	October-May	Cape Assist, SAC, www.redribbon.org , Steered Straight
Personal Responsibility in Relationships	Personal/Social	Exhibit an awareness of personal responsibility in conflict situations	Individual/Group Counseling	Feedback, Discipline Referrals, PAWS Program	Full Year	Owning Up: Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice by Rosalind Wiseman, NJ HIB Policy, Conflict Resolution Game and Activities

***The 8th grade curriculum has an increased focus on preparation for high school and careers. 8th graders participate in multiple presentations to prepare them for high school and the world of work. 8th grade students visit MTHS in the fall to learn about academic programs, sports, clubs and extracurricular activities available. In December, the 8th grade students meet with Academy & Naval Cadet Advisors and students in a more detailed assembly on applying to the specific programs. A parent meeting is also scheduled in January regarding high school scheduling and available programs at MTHS. Middle school counselors coordinate with the high school counselors to provide students and parents a time to schedule individual classes for 9th grade in January. Middle School counselors coordinate individual time scheduling, articulation with 8th grade teachers for academic placement, and dissemination of information to all 8th grade students.

Middle Township Middle School Counseling Resources:

- ASCA www.schoolcounselor.org
- Owning Up Curriculum <https://culturesofdignity.com/portfolio/owning-up/>
- www.kidshealth.org
- Salvaging Sisterhood by Julia V. Taylor (Relational Aggression in Girls)
- Whole Hearted School Counseling Resources <https://www.teacherspayteachers.com/Store/Wholehearted-School-Counseling>
- Steered Straight www.steeredstraight.org
- Drug Free NJ <http://www.drugfreenj.org>
- Dove Self-Esteem Project <https://www.dove.com/uk/dove-self-esteem-project.html>
- What Works When with Children and Adolescents by Ann Vernon
- Garden State Equality <https://www.gardenstateequality.org>
- GLSEN <https://www.glsen.org>
- 2nd Floor <https://www.2ndfloor.org>
- Naviance <https://id.naviance.com>
- Stop Bullying <https://www.stopbullying.gov>
- Common Sense Media <https://www.common Sense Media.org>
- Hibster <https://hib.hibster.com/login.aspx>
- Career Kids <https://careerkids.com/pages/career-research>
- Red Ribbon Week www.redribbon.org
- LEAD NJ <https://www.leadrugs.org>

**MIDDLE TOWNSHIP HIGH SCHOOL
COUNSELING CURRICULUM
DEPARTMENT OF CURRICULUM AND INSTRUCTION**



ACKNOWLEDGEMENTS

**Dr. David Salvo, Superintendent of Schools
Dr. Toni Lehman, Director of Curriculum & Instruction**

CURRICULUM WRITING COMMITTEE

Joelle Tenaglia, Kelsey Greene, Sharon McAnany, and Valerie Sheets

School Counseling Program Mission Statement

MISSION MIDDLE TOWNSHIP HIGH SCHOOL COUNSELING

The mission statement of the Middle Township Public Schools' school counseling program is to provide a comprehensive, developmental counseling program addressing academic, career, and personal – social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians, and the community, school counselors facilitate the support system to ensure all students in Middle Township Public Schools have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.



MTHS School Counseling Department Beliefs

1. All students have dignity and worth (M1.) Every student can learn, and every student can succeed.
2. All students should have access to a credentialed school counselor who advocates for their academic, career, and social/emotional needs (M4.) Every student should have access to a school counseling program.
3. The school counseling program is planned and coordinated by the school counselors with input from staff and parents, as well as an advisory council composed of school counselors, students, parents, and staff (M5.) Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
(B-SS 6.) Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

4. School Counselors serve as leaders and collaborators in assessing barriers to learning and academic success and will advocate for equity and access to programs for all students (M6.) School counselors are leaders in the school, district, state and nation.
5. All students can be successful in a rigorous environment (The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students.)
6. All student's ethical, cultural, racial, sexual difference and special needs are considered in planning and implementing the school counseling program (B-PF 3.) Apply legal and ethical principles of the school counseling profession
7. School counselors abide by the ASCA Ethical Standards for School Counselors to make informed decisions based on the highest moral principles
8. Professional development is crucial for the school counselors to stay informed with current trends (B-PF 3). Apply legal and ethical principles of the school counseling profession. h. Engage in continual professional development to inform and guide ethical and legal work.

The Middle Township Public Schools comprehensive school-counseling program integrates academic, career and personal/social development. Individual counseling, group counseling, consultation, coordination/referral, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program.

Individual Counseling:

Counselors will frequently engage in individual counseling sessions with students to work on a problem together or a specific topic of interest. A one-on-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feeling and behaviors. School counselors establish trust and provide information, always considering actions in terms of the rights, integrity, and welfare of students.

Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided. Individual counseling generally address the specific concerns of targeted students with an identified need.

- b. Provide support for students, including individual and small group counseling, during times of transition, heightened stress, critical change or other situations impeding student success

Small Group Counseling

In small group counseling, a counselor works with two or more students together. Group discussions are generally based on structured learning experiences. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback,

increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem centered, where attention is given to particular concerns or problems. Discussions also may be growth centered, where general topics are related to personal and academic development. *'Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students with academic, career and social/emotional developmental issues and situational concerns.'* (ASCA, 2022)

Consultation:

The counselor as a consultant primarily helps students, parents and teachers to be more effective in working with others. Consultation helps students, parents and teachers think through problems and concerns, acquire additional knowledge and skill and become more objective. This intervention can take place in individual or group conferences, staff development activities, or parent informational seminars.

B-SS 5. Consult to support student achievement and success c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise

Coordination/Referral:

Counselors serve as a liaison between teachers, parents, support personnel, and community resources to facilitate successful student development. As student advocates, counselors often refer students to appropriate resources.

Case Management:

Counselors provide the necessary monitoring of an individual student's progress toward achieving success in academic, career, and personal/social areas. The counseling methods employed vary according to individual students' needs.

Guidance Curriculum:

The guidance curriculum is composed of organized objectives and activities to provide information, knowledge, and skills developmentally and sequentially in the areas of academic, career and personal/social development. Counselors deliver the curriculum in a variety of settings such as group presentations, which offer the best opportunity to provide guidance to the largest number of students in our schools. Frequently, the initial large group meetings are followed by smaller group sessions where students can discuss the presented material in more detail. Counselors may also partner with other teachers, departments and various other members of the school community to deliver parts of the guidance curriculum.

Program Evaluation:

Counselors continually meet to assess the needs of their students, evaluate their programs, and make changes in the school counseling program to better meet the current, identified needs of students.

B-PF 4. Apply school counseling professional standards and competencies

a. Stay current with school counseling research and best practices

GRADE LEVEL CURRICULUM

Scheduling and Course Selection

MTHS counselors work with all students on academic planning. Through classroom, group and individual experiences, and teacher recommendations, counselors assist students in making curricular and scheduling decisions that reflect the students' abilities and goals. Freshmen and sophomore students will meet with their counselors in small group session to review course selections. Rising 9th grade students and juniors will meet individually with their counselor.

Incoming 9th Grade Curriculum

In October of eighth grade, students visit the high school during Spirit week. High school students walk the students in small groups around the school and bring all students to the gymnasium to hear MTHS students (of all grades) discuss our academies, academic levels, school clubs and sports. The band plays as they walk in and the students win prizes. In January prior to the start of their freshmen year, a high school information night is held to teach the parents/guardians and eighth graders about the high school schedule, graduation requirements, courses, credits and the upcoming scheduling process. In addition, rising 9th grade students are invited to participate in our freshmen experience program. It is a 2 day, morning event that discusses the most important areas the teachers and counselors feel that is necessary for a successful start of High school. Parents will also have the opportunity to learn and tour the school on an August evening close to the start of school.

9th Grade Guidance Curriculum

Counselors work with freshmen students to help them acclimate to the high school experience. Counselors prioritize opportunities for students to engage in self-exploration within the domains of academic, personal/social and career. Students will be introduced to Naviance to support this work with counselors over the next four year and into their post-secondary planning. **B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings** c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans

10th Grade Guidance Curriculum

Counselors work with sophomore students to expand upon their self-exploration and continued planning for their future at MTHS and beyond. Lessons will continue to include Naviance and other areas to support students throughout various opportunities; individuals sessions, small group meetings, Naviance blasts, remind texts, etc. **B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings** d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals

11th & 12th Grade Guidance Curriculum

Counselors work with junior and senior students to review progress towards graduation. Students evaluate transcripts to determine areas of strength as well as areas for further development. Students are encouraged to utilize resources to locate information for a variety of post-secondary opportunities throughout their continued learning, work and life. Counselors will assist students in the selection of appropriate programs and/or institutions that will meet their personal, educational and career-related needs. **B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings** c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans

9th Grade

Program Content	ASCA Domain	Curriculum and Materials	Start/End Dates	Student Affected	Location	Stakeholders	Contact Person
8th to 9th SCHEDULING & TRANSITION What can you expect at MTHS	Academic Personal/Social	PowerPoints Academy Brochures Transition Brochure handout	October – August of 8 th Grade	250	Middle School(s) and the High School	Students and Parents	Chew Brown McAnany
Freshmen Experience	Academic Personal/Social	PowerPoint Scavenger hunt Rotating schedule worksheet	July prior to entering High School	200	High School	Students teachers administration and counselors	Chew
Freshmen Orientation	Academic Personal/Social	PowerPoint Admin handouts	August prior to entering High School	200	High School PAC	Students, Parents teachers administration and counselors	Chew Brown McAnany
Access to Naviance	Academic &Career	Chrome book	September	200	High School	Counselor and student – small groups	
Understanding your Academic Record – Student Transcript and what it means in High School	Academic Personal/Social	Sample Transcript GPA, class rank	September	200	High School	Counselor and student – small groups	Chew Brown McAnany
FINDING YOUR PURPOSE: Who am I? Who do I want to be? How can school help me? Mindsets: Fixed vs. Growth How do you approach your learning? How can you develop a growth mindset?	Academic Personal/Social Career	Dr. Carol Dweck handouts	September of freshman year	200	High School	Counselor and student – small groups	Chew Brown McAnany
PSAT review – what is the PSAT and collegeboard	Academic	handout during freshman Meeting	Sept. of fresh year	200	HS English Classes	students	Chew
Course Registration	Academic Personal/Social	Academics by Teacher Recommendations Handout of Elective lists.	February of Freshman year	200	High School	Counselor and student – small groups	Chew Brown McAnany

10th Grade

Program Content	ASCA Domain	Curriculum and Materials	Start/End Dates	Student Affected	Location	Stakeholders	Contact Person
NEW STUDENT SCHEDULING What can you expect at MTHS? How can you make positive connections?	Academic Personal/Social	School tour-locker, lunch code access, nurse, main office, athletics	All Year	New Students	HS	Student Parent/Guardian	Chew Brown McAnany
PSAT testing: PSAT tests at the high school, feed back provided is helpful when taking the SAT	Academic Career	Collegeboard	OCT	185	HS	Student Parent/Guardian	Chew Brown McAnany
NAVIANCE –Create/update resume, take assessments	Academic Personal/Social Career	Online access to resume, college and career searches, assessments		185	HS	Student Parent/Guardian	Chew Brown McAnany
Course Registration – Individual Session. What are your choices, what works best for you senior year?	Academic Personal/Social Career	Work Program, Panther academy, Full day, Opt out for PE		185	HS	Student Parent/Guardian	Chew Brown McAnany

11th Grade

Program Content	ASCA Domain	Curriculum and Materials	Start/End Dates	Student Affected	Location	Stakeholders	Contact Person
NEW STUDENT SCHEDULING What can you expect at MTHS? How can you make positive connections?	Academic Personal/Social	School tour- locker, lunch code access, nurse, main office, athletics	All Year	New Students	HS	Student Parent/Guardian	Chew Brown McAnany
SAT/ACT SIGNUPS – should take SAT spring of Junior year	Academic Career	Collegeboard ACT.org	Latest by December	185	Collegeboard ACT.org	Student Parent/Guardian	Chew Brown McAnany
NAVIANCE –updating resume, supermatch colleges, career search retake assessments	Academic Personal/Social Career	Online access to resume, college and career searches		185	HS	Student Parent/Guardian	Chew Brown McAnany
MAP OUT YOUR FUTURE: Financial Aide Night - HESAA Presenter Junior and Seniors	Academic Personal/Social Career	Powerpoint Brochures on scholarships, student loans and FAFSA resources	October	185	HS PAC	Student Parent/Guardian	Chew Brown McAnany
MAP OUT YOUR FUTURE: College and Career night - HESAA Presenter Junior and Seniors	Academic Personal/Social Career	Powerpoint Brochures on career choices	October	185	HS PAC	Student Parent/Guardian	Chew Brown McAnany
Course Registration – Individual Session. What are your choices, what works best for you senior year?	Academic Personal/Social Career	Work Program, Panther academy, Full day, Opt out for PE		185	HS	Student Parent/Guardian	Chew Brown McAnany
GETTING READY FOR SENIOR YEAR: What can you expect Senior year.	Academic Personal/Social	Handouts, classroom session in English Classrooms	April	185	HS	Student Parent/Guardian	Chew Brown McAnany

12th Grade

Program Content	ASCA Domain	Curriculum and Materials	Start/End Dates	Student Affected	Location	Stakeholders	Contact Person
FINDING YOUR FIT AFTER H.S. College, Trade School, Military, workforce?	Academic Personal/Social Career	Naviance	Summer	200	Home	Students Parent/guardian counselor	Chew Brown McAnany
NAVIANCE –updating resume, supermatch colleges, career search retake assessments	Academic Personal/Social Career	Online access to resume, college and career searches	End of junior year into summer	200	Home	student	Chew Brown McAnany
NEW STUDENT SCHEDULING What can you expect at MTHS? How can you make positive connections?	Academic Personal/Social	School tour- locker, lunch code access, nurse, main office, athletics	All Year	New Students	HS	Student Parent/Guardian	Chew Brown McAnany
SAT/ACT SIGNUPS –Final months to take SAT/ACT tests	Academic Career	Collegeboard ACT.org	Latest by December	200		students	Chew Brown McAnany
COLLEGE APPLICATIONS- Group meetings regarding what is needed regarding applications	Academic Personal/Social Career	Handouts, posted on the website and remind texts	Parent meeting in Aug – student meeting in first week of school	200	HS	Students Parent/guardian counselor	Chew Brown McAnany
MAP OUT YOUR FUTURE: Financial Aide Night - HESAA Presenter	Academic Personal/Social Career	PowerPoint Brochures on scholarships, student loans and FAFSA resources	October		HS PAC	Students Parent/guardian counselor	Chew Brown McAnany
MAP OUT YOUR FUTURE: College and Career night - HESAA Presenter	Academic Personal/Social Career	PowerPoint Brochures on career choices	October		HS PAC	Students Parent/guardian counselor	Chew Brown McAnany
PAYING FOR COLLEGE Scholarship application, sign up for remind, see Mrs. Gombar in Guidance, pay attention to deadlines						Students Parent/guardian counselor	Chew Brown McAnany
Naviance –update your future plans by May 30 th . Including college choice, trade school, military or work force	Academic Personal/Social Career	Work Program, Panther academy, Full day, Opt out for PE	Opens May 1 – May 30 th . must be completed			student	Chew Brown McAnany

B-PF 3. Apply legal and ethical principles of the school counseling profession c. Adhere to the ethical and statutory limits of confidentiality

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs

B-PF 4. Apply school counseling professional standards and competencies d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-SS 5. Consult to support student achievement and success d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise