



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>High School Counseling</b>
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<b>Grade Level(s):</b>	10
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<b>Duration:</b>	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
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<b>Course Description:</b>	<p>School Counseling lessons include the three domains: academic success, college and career readiness, and social/emotional development. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness.</p> <p><b>District School Counseling Department Vision/Mission</b> The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.</p> <p><b>Grade 10 Major Units of Study:</b>  <b>Semester 1/September</b> – Re-Introduction to High School Counselor  <b>Semester 1</b> – Naviance: Career Interest Survey  <b>Semester 2</b> – Mental Health Awareness  <b>Semester 2</b> – Personalized Student Learning Plan: Scheduling Advisement</p>
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<b>Grading Procedures:</b>	N/A
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<b>Primary Resources:</b>	ASCA
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## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Briana Baud and Carl Palmer
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<b>Under the Direction of:</b>	Jennifer Grimaldi, Director of District School Counseling
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**Written:** \_\_\_\_\_ Summer 2020 \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

**Unit Title:** Grade 10 Comprehensive High School Counseling Program

**Unit Description:**

Develop academic success, college and career readiness, and social/emotional development necessary to achieve student goals in all areas.

**Unit Duration:**

**Semester 1/September** – Re-Introduction to High School Counselor

**Semester 1** – Naviance: Career Interest Survey

**Semester 2** – Mental Health Awareness

**Semester 2** – Personalized Student Learning Plan: Scheduling Advisement

**Desired Results**

**Standard(s): ASCA Mindsets & Behaviors**

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

M2 Self-confidence in ability to succeed

M3 Sense of belonging in the school environment

M4 Understanding that postsecondary education and life-long learning are necessary for long-term career success

B-LS 6 Set high standards of quality

B-SMS 1 Demonstrate ability to assume responsibility

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

B-SS 3 Create relationships with adults that support success

B-LS7 Identify long- and short-term academic, career and social/ emotional goals

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

BLS9 Gather evidence and consider multiple perspectives to make informed decisions

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

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

**Indicators:**

N/A

**Understandings:**

*Students will understand that...*

- Their interests, abilities and values can lead to a meaningful career.
- Psychology and self-reflection can help them understand their best qualities.

**Essential Questions:**

- Where can you go to find careers that match your interests and take initial steps in career planning?
- Why is it important to be familiar with psychology and self-reflection?

**Assessment Evidence**

**Performance Tasks:**

N/A

**Other Evidence:**

- Teacher observation and referral
- School Counselor SIS Log Entries

**Benchmarks:**

Ongoing review of SEL Universal Screener

**Learning Plan**

**Learning Activities:**

Refer to attached ASCA Lesson Plans

**Resources:**

ASCA, Navaince, Building Better People/SEL

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Ask students challenging, thought-provoking and enriching open-ended questions about careers.
<b>Struggling Learners</b>	Frequently check for understanding, repeat directions, chunk information. Consult with classroom teacher.
<b>English Language Learners</b>	Offer multicultural perspectives on topics and check for understanding of vocabulary. Rephrase as needed.
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

NJSLSA English Language Arts NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

NJSLS Career Readiness, Life Literacies, and Key Skills Introduction

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

# Lesson Plan

Lesson Plan for	<b>Semester 1/September</b> Re-Introduction to High School Counselor	(lesson title)
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School Counselor:	Grade 10		
Target Audience:	Grade 10		
Mindsets & Behaviors: (limit of three)	M3 Sense of belonging in the school environment B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SS 3. Create relationships with adults that support success		
Building Better People/SEL Competency	Self-Management, Relationship Skills		
Lesson	1	Of	4

Learning Target(s)/Competency	
Students will:	Review the role of the school counselor, protocols of the counseling office, and how to contact the school counselors and counseling secretaries.
Materials:	
In-Person/Email/Video WTHS Counseling Webpage <a href="http://www.wtps.org/wthscounseling">www.wtps.org/wthscounseling</a> Student Laptops Naviance	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
<ul style="list-style-type: none"> <li>Introduce:</li> </ul>	<ul style="list-style-type: none"> <li>Explain who you are and your role.</li> <li>Explain what will be reviewed this year.</li> </ul>
Communicate Lesson Targets:	Reiterate who you are, your role as an educator, and relationship to the student.
Teach Content:	<p>Sample to present In-Person, Email (insert picture), or Video:</p> <p>Hello, and great to be working with you again this school year!</p> <p>Here is a refresher of what a School Counselor does in the following three areas:</p> <ul style="list-style-type: none"> <li><u>Academic Success</u> - Help select appropriate courses and provide assistance if you begin to struggle academically.</li> <li><u>College and Career Readiness</u> - Help you understand how your interests/abilities/values can lead to a meaningful career and ways to pursue that career.</li> <li><u>Social/Emotional Development</u> - Help you acquire the knowledge, attitudes, and skills to manage emotions, set positive goals, show empathy, maintain positive relationships.</li> </ul> <p>We achieve these through activities such as classroom lessons, individual and small group counseling, and collaboration with others who care about your success.</p>

	<p>These are some areas we'll be addressing with you this year:</p> <ol style="list-style-type: none"> <li>1. Naviance: Career Interest Survey</li> <li>2. Mental Health Topics</li> </ol> <p>Here is a link to our high school counseling page with many more helpful resources:  <a href="https://www.wtps.org/wthscounseling">https://www.wtps.org/wthscounseling</a></p> <p>A word about <b>confidentiality</b>.  What you discuss with your counselor will be kept confidential, meaning, we won't share anything you say unless we have your permission. There are <i>exceptions</i>, however, in certain circumstances, where we need to protect students or other individuals, would we need to contact a school administrator and/or parent.</p> <p>I look forward to working with you again! If you need to contact me for anything or would like to set up a meeting, please email me at (Email Address - May include Remind and/or Youcanbookme).</p> <p>(Note: This will be in Naviance)  Please complete this simple survey as soon as possible:</p> <ol style="list-style-type: none"> <li>1. Last Name</li> <li>2. First Name</li> <li>3. Grade</li> <li>4. What are the three domains of a School Counselor? <ol style="list-style-type: none"> <li>a. Academic Success</li> <li>b. College and Career Readiness</li> <li>c. Social/Emotional Learning</li> <li>d. All of the above</li> </ol> </li> <li>5. T or F In all situations, School Counselors will always keep what you share confidential no matter what.</li> <li>6. Do you know where to go for more school counseling resources? Yes or No</li> </ol>
Practice Content:	Go to WTPS.org > High School > Departments > Counseling
Summarize:	Hopefully this refresher reminded you of the role of your school counselor and how to seek assistance for school counseling services.
Close:	Conduct Naviance Post-Survey.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	> 500
Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Students take Naviance Post-Survey.</li> <li>• Counselors will run report to determine Tier 2 individual/group needs.</li> </ul>	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): Naviance data will be used to determine Tier 2 interventions.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe): N/A	

# Lesson Plan

Lesson Plan for	<b>Semester 1</b> Naviance: Career Interest Survey	(lesson title)
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School Counselor:	Grade 10		
Target Audience:	Grade 10		
Mindsets & Behaviors: (limit of three)	M4 Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS7 Identify long- and short-term academic, career and social/ emotional goals B-SMS5 Demonstrate perseverance to achieve long- and short-term goals BLS9 Gather evidence and consider multiple perspectives to make informed decisions		
Building Better People/SEL Competency	Self-Awareness, Self-Management		
Lesson	2	Of	4

Learning Target(s)/Competency	
Students will:	Research to understand career choices, career clusters, and compile possible options.
Materials:	
Social Studies Grade 10 Teacher's computer/projector/screen/HDMI cable (for your laptop) WTHS Counseling Webpage <a href="http://www.wtps.org/wthscounseling">www.wtps.org/wthscounseling</a> Student Laptops Naviance Logins	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> <li>Explain who you are and your role.</li> <li>Describe the above Learning Target/Competencies.</li> </ul>
Communicate Lesson Targets:	State, Today, we will learn about Holland's Code (John Holland was a psychologist and his codes are used by the US Department of Labor) that people of the same personality type working together create a work environment that fits their type.
Teach Content:	Go to <a href="http://WTPS.org">WTPS.org</a> > High School > Departments > Counseling > Sophomores - Download <b>Sophomore Year Planning Tool</b> : Explain how it is a resource to get you organized and offer a timeline for the school year.  Go to <a href="http://WTPS.org">WTPS.org</a> > High School > Departments > Counseling > Naviance

	<ul style="list-style-type: none"> <li>- Download <b>Holland Interest Codes</b>: Briefly discuss each code that students will see in Naviance.</li> <li>- Download <b>Career Cluster Pathways</b>: Briefly discuss each cluster that students will see in Naviance.</li> </ul> <p>Go to WTPS.org &gt; High School &gt; Departments &gt; Counseling &gt; Naviance &gt; Login</p> <ul style="list-style-type: none"> <li>- Tell students to bookmark this site.</li> <li>- Click on About Me &gt; Home &gt; My Assessments &gt; Career Interest Profiler &gt; Take survey and review results.</li> <li>- Click on Careers &gt; Home &gt; Explore Careers &gt; Research and add at least 3 favorite careers (if time permits).</li> </ul>
Practice Content:	Explore careers and clusters relative to the results of their Naviance Career Interest Profiler results.
Summarize:	Continue to Favorite Careers and Clusters in your Naviance account.
Close:	<ul style="list-style-type: none"> <li>• Encourage students to continue to explore careers and clusters to build their favorite list which relates to Self-Awareness and Self-Management</li> <li>• Conduct Post Survey: <ol style="list-style-type: none"> <li>1. About Me &gt; My Surveys &gt; Surveys Not Started &gt; 20XX Sophomore Post Survey</li> <li>2. High School Counseling Secretary will email template message to all parents via PowerSchool with additional email from Naviance with parent login information and a summary of what was presented in class (Parents will be encouraged to check what their student has explored in Naviance during the lesson).</li> </ol> </li> </ul>
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	> 500
Planned length of lesson(s):	45 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Students take Naviance Post-Survey after lesson.</li> <li>• Counselors will run report to determine Tier 2 individual/group needs.</li> </ul>	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): Naviance Report: Connections > Surveys > 20XX Sophomore Post Survey > responses > Full detail excel csv > Filter by your students to determine Tier 2 interventions.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe):	



# Lesson Plan

Lesson Plan for	<b>Semester 2</b> Mental Health Awareness	(lesson title)
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School Counselor:	Grade 10
Target Audience:	Grade 10
Mindsets & Behaviors: (limit of three)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 7. Demonstrate effective coping skills when faced with a problem s B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
Building Better People/SEL Competency	Self-Awareness, Self-Management
Lesson	3 Of 4

## Learning Target(s)/Competency

Students will:	Be introduced to mental health awareness and explore behavior, emotions, and mental wellness.
Students will:	Learn how the topics tie in to self regulation and self awareness-how to take care of your mental health.

## Materials:

Grade 10 Social Studies Teacher's computer/projector/screen/HDMI cable (for your laptop)  
 Mental Health Awareness [NearPod](#)  
 WTHS Counseling Webpage [www.wtps.org/wthscounseling](http://www.wtps.org/wthscounseling)  
 Student Laptops  
 Naviance Logins

## Evidence Base:

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

## Procedure: Describe how you will:

Introduce:	<ul style="list-style-type: none"> <li>• Explain who you are and your role.</li> <li>• Ask, Why do you think it's important to be familiar with mental health topics? What do you think contributes to the way you uniquely think, behave, and feel?</li> <li>• Say, With the rise in mental health concerns, knowing about psychology can help explain why people act the way they do, as well as improve decision making, stress management and behavior based on understanding past behavior. It can also help us be gentler with ourselves and see our personal qualities as unique and valuable.</li> </ul>
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	<ul style="list-style-type: none"> <li>If we know about these different mental health topics, we can better understand others. We can also become more self-aware and know how to regulate ourselves.</li> </ul>
Communicate Lesson Targets:	Learn about the different mental health topics and how to take care of your mental health.
Teach Content:	Say, today we will learn about mental health awareness and self-regulation. Share the <a href="#">Nearpod</a> presentation.
Practice Content:	Class discussion, then survey "Mental Health Topics" in WTPS.org > High School > Departments > Counseling > Naviance Login
Summarize:	Hopefully now you understand some mental health topics and how it shapes all of us to be different.
Close:	<ol style="list-style-type: none"> <li>1. Relate content to self-discovery.</li> <li>2. Encourage students to continue to learn more about the way they think, feel and act.</li> <li>3. Conduct Naviance Post-Survey.</li> </ol>

**Data Collection Plan – For multiple lessons in a unit, this section only need be completed once**

**Participation Data:**

Anticipated number of students:	> 500
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Planned length of lesson(s):	45 min
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**Mindsets & Behaviors Data:**

- Students take Naviance Post-Survey after lesson.
- Counselors will run report to determine Tier 2 individual/group needs.

**Outcome Data: (choose one)**

- Achievement (describe): Naviance Report: Connections > Surveys > Sophomores Mental Health Topics Post Survey > responses > Full detail excel csv > Filter by your students to determine Tier 2 interventions.
- Attendance (describe): Have 100% participation.
- Discipline (describe): N/A



# Lesson Plan

Lesson Plan for	<b>Semester 2</b> Personalized Student Learning Plan (PSLP): Scheduling Advisement	(lesson title)
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School Counselor:	Grade 10		
Target Audience:	Grade 10		
Mindsets & Behaviors: (limit of three)	M6 Positive attitude toward work and learning B-LS 4 Apply self-motivation and self direction to learning B-SMS 6 Demonstrate ability to overcome barriers to learning		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision-Making		
Lesson	4	Of	4

Learning Target(s)/Competency	
Students will:	Explore departments/courses/credits, assessments, extra curricular activities, and postsecondary goals.
Students will:	Apply your learning style to make decisions about your future.
Materials:	
Grade 11 Personalized Student Learning Plan WTHS Counseling Webpage <a href="http://www.wtps.org/wthscounseling">www.wtps.org/wthscounseling</a> Student Laptops PowerSchool Naviance Logins Scheduling Advisement Forms	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> <li>Explain the process of appropriately selecting courses/credits and understand academic units related to student's learning style.</li> <li>How to select courses that match to your future goals, assessment results, and extracurricular activities.</li> </ul>
Communicate Lesson Targets:	Explain above Learning Targets/SEL Competencies.
Teach Content:	Explain purpose of the PSLP, accompanying forms, and Naviance.
Practice Content:	Explore options in PowerSchool related to assessments and Naviance results.
Summarize:	Reiterate information on PSLP.
Close:	<ul style="list-style-type: none"> <li>Relate content to SEL competencies to learning.</li> <li>Encourage students to use tips and tools that apply to their PowerSchool portal and Naviance learning style.</li> </ul>
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	

Anticipated number of students:	> 500
Planned length of lesson(s):	25 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Students data accessbile in PowerSchool and Naviance.</li> <li>• Counselors will determine Tier 2 individual/group needs.</li> </ul>	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): PowerSchool and Naviance data review by counselor and will determine Tier 2 individual/group needs.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe): N/A	