



# 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>					
<b>Grade Level(s):</b>	9					
<b>Duration:</b>	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
<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><u>District School Counseling Department Vision/Mission</u></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><u>Grade 9 Major Units of Study:</u></b> <b>Semester 1/September</b> – Introduction to High School Counselor <b>Semester 1</b> – Naviance: Strengths Explorer / Building Self-Confidence <b>Semester 2</b> – Naviance: Learning Styles <b>Semester 2</b> – Personalized Student Learning Plan: Scheduling Advisement</p>					
<b>Grading Procedures:</b>	N/A					
<b>Primary Resources:</b>	ASCA, Naviance					

## 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
<b>Under the Direction of:</b>	Jennifer Grimaldi, Director of District School Counseling

**Written:** \_\_\_\_\_

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

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

<b>Unit Title:</b> Grade 9 Comprehensive High School Counseling Program	
<b>Unit Description:</b> Develop academic success, college and career readiness, and social/emotional development necessary to achieve student goals in all areas.	
<b>Unit Duration:</b> <b>Semester 1/September</b> – Introduction to High School Counselor <b>Semester 1</b> – Naviance: Strengths Explorer / Building Self-Confidence <b>Semester 2</b> – Naviance: Learning Styles <b>Semester 2</b> – Personalized Student Learning Plan: Scheduling Advisement	
<b>Desired Results</b>	
<b>Standard(s): ASCA Mindsets &amp; Behaviors</b> M2 Self-confidence in ability to succeed 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 B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions B-SMS 7 Demonstrate effective coping skills when faced with a problem BSS 6 Use effective collaboration and cooperation skills	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>School counselors visit classrooms to provide services that promote development of the whole self.</li> <li>The postsecondary planning process is an involved but necessary one</li> <li>School counselors are available to prepare students with the ability to succeed along with tools to assist.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is my learning style?</li> <li>What are my strengths?</li> <li>Why are these important to know?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Teacher observation and referral</li> <li>School Counselor SIS Log Entries</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL Universal Screener	
<b>Learning Plan</b>	
<b>Learning Activities:</b> Refer to attached ASCA Lesson Plans	
<b>Resources:</b> ASCA, Naviance, 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 their strengths, talents, and learning styles.
<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> Introduction to High School Counselor	(lesson title)
School Counselor:	Grade 9	
Target Audience:	Grade 9	

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:	Learn about the role of the high 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 Microsoft Form 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:	
Introduce:	<ul style="list-style-type: none"> <li>Explain who you are, your role as an educator, and relationship to the student.</li> </ul>
Communicate Lesson Targets:	Understand the role of your high school counselor.
Teach Content:	<p>Sample to present In-Person, Email (insert picture), or Video:</p> <p>Hello, my name is <u>(Name)</u>. I will be your High School Counselor this school year. Ideally, I'll be your School Counselor for your entire high school career; however, sometimes there are staff changes that might result in shifting of students from one counselor to another.</p> <p>What does a School Counselor do? There are three areas for which we are responsible:</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 activities through classroom lessons, individual or small group counseling, and collaboration with others who care about your success.</p> <p>These are some areas we will be exploring with you this year:</p> <ol style="list-style-type: none"> <li>Naviance: Strengths Explorer / Building Self-Confidence</li> <li>Naviance: Learning Styles</li> </ol>

	<p>Here is a link to our high school counseling page with 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! 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 a Post-Survey Microsoft Office Form)          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 areas 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 now understand more about the role of your high school counselor and how to seek assistance for school counseling services.
Close:	Conduct Post-Survey via Microsoft Form
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 Post-Survey after reading email via Microsoft Forms Link.</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): Microsoft Forms 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: Strengths Explorer / Building Self-Confidence	(lesson title)
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School Counselor:	Grade 9			
Target Audience:	Grade 9			
Mindsets & Behaviors: (limit of three)	M2 Self-confidence in ability to succeed B-LS9 Gather evidence and consider multiple perspectives to make informed decisions B-SMS7 Demonstrate effective coping skills when faced with a problem BSS 6 Use effective collaboration and cooperation skills			
Building Better People/SEL Competency	Self-Awareness, Self-Management			
Lesson	2	Of	4	

Learning Target(s)/Competency	
Students will:	Research personal strengths and learn to build self-confidence based on your talents and interests.
Materials:	
Grade 9 ELA 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>Explain above Learning Target/SEL Competencies.</li> </ul>
Communicate Lesson Targets:	Say, Today we will explore your strengths, how you can capitalize on them, and how you can foster your natural talents.
Teach Content:	<p>Have students go to WTPS.org &gt; High School &gt; Departments &gt; Counseling &gt; Freshmen</p> <ul style="list-style-type: none"> <li>Download <b>Freshmen Year Planning Tool</b>: Explain how it is a resource to get you organized and offer a timeline for the school year.</li> </ul> <p>Have students go to WTPS.org &gt; High School &gt; Departments &gt; Counseling &gt; Naviance &gt; Login</p>

	<ul style="list-style-type: none"> <li>- Click on About Me &gt; Home &gt; My Assessments &gt; Strength Explorer &gt; Take survey and review results.</li> </ul>
Practice Content:	Explore Naviance using Strengths Explorer <ul style="list-style-type: none"> <li>- Ask, Do you agree with your results?</li> </ul>
Summarize:	Review that their strengths are a matter of interpretation and can be developed during your high school career.
Close:	<ul style="list-style-type: none"> <li>• Encourage students to continue exploring their free access to Naviance on their own.</li> <li>• Conduct Naviance Post-Survey:             <ol style="list-style-type: none"> <li>1. About Me &gt; My Surveys &gt; Surveys Not Started &gt; 20XX Freshmen 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 brief summary of what was presented in class (Parents will be encouraged to check what their child 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 Freshmen 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): N/A	



# Lesson Plan

Lesson Plan for	<b>Semester 2</b> Naviance: Learning Styles	(lesson title)
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School Counselor:	Grade 9			
Target Audience:	Grade 9			
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	3	Of	4	

Learning Target(s)/Competency	
Students will:	Explore different learning styles.
Students will:	Find out how your learning style can help you make decisions about your future.
Materials:	
Grade 9 ELATeacher'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 Learning Styles PowerPoint	
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>Ask if anyone knows what a learning style is.</li> <li>Ask, Why do you think it's important to know what your learning style is?</li> <li>Say, Knowing what your learning style is can help you understand the ways you learn best, reinforce the right study skills, and get organized.</li> </ul>
Communicate Lesson Targets:	Explore learning styles, determine yours, and find out how to make decisions about your future.
Teach Content:	Share PowerPoint presentation and answer questions for students.
Practice Content:	Have students go to WTPS.org > High School > Departments > Counseling > Naviance Login - Click About Me > My Assessments > Learning Styles Inventory
Summarize:	Hopefully now you can see the value to knowing your learning style when studying for classes, organizing your schedule, and selecting future careers.
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 learning style.</li> <li>Conduct Naviance Post-Survey:               <ol style="list-style-type: none"> <li>About Me &gt; My Surveys &gt; Surveys Not Started &gt; Freshmen Learning Styles Post- Survey</li> </ol> </li> </ul>

	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 brief summary of what was presented in class (Parents will be encouraged to check what their child has explored in Naviance during the lesson).
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 > Freshman Learning Styles 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): 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 9			
Target Audience:	Grade 9			
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	

<b>Learning Target(s)/Competency</b>	
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.
<b>Materials:</b>	
Grade 10 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	
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
<b>Procedure: Describe how you will:</b>	
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>
<b>Data Collection Plan – For multiple lessons in a unit, this section only need be completed once</b>	
<b>Participation Data:</b>	
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 reviewe by counselor and will determine Tier 2 individual/group needs.	
<input checked="" type="checkbox"/> Attendance (describe): Have 100% participation.	
Discipline (describe): N/A	