



# 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>Middle School Counseling</b>					
<b>Grade Level(s):</b>	6					
<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 6 Units of Study:</u></b> <b>Semester 1</b> – Introduction to School Counselor and Middle School, Academic Skills and Success <b>Semester 1</b> – College, Career, and Life Readiness <b>Semester 2</b> – SEL: Self-Management, Relationship Skills, Social Awareness</p>					
<b>Grading Procedures:</b>	N/A					
<b>Primary Resources:</b>	ASCA, Building Better People Materials, Naviance, Books, Supplemental Online Materials (sites, videos)					

## 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

**Designed by:** Jenny Kerfoot and Dan Jedwabny

**Under the Direction of:** Jennifer Grimaldi, Director of District School Counseling

**Written:** \_\_\_\_\_  
**Revised:** \_\_\_\_\_  
**BOE Approval:** \_\_\_\_\_

**Unit Title:** Academic Skills and Success

**Unit Description:**  
 Hold introduction to School Counselor and Middle School.  
 Focus on students exploring learning styles, organizational skills, and goal setting.

**Unit Duration:** Semester 1

**Desired Results**

**ASCA Standard(s):**  
 M2: Self confidence in the ability to succeed  
 M5: Belief in using abilities to achieve high quality results and outcomes  
 M6: Positive attitudes towards work and learning  
 B-LS- 3. Use time management, organizational and study skills.  
 B-LS 4. Apply self-motivation and self-direction to learning.

**Indicators:** N/A

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Organization and time management both contribute to academic success.</li> <li>• Setting short-term and long-term academic goals leads to academic achievement.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I learn best?</li> <li>• How do I remember/effectively study material?</li> <li>• What are my academic goals?</li> <li>• What internal and external factors motivate a student to pursue success?</li> </ul>
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**Assessment Evidence**

<p><b>Performance Tasks:</b>          N/A</p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Surveys and exit tickets</li> <li>• Teacher observation</li> <li>• School Counselor SIS Log Entries</li> </ul>
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**Benchmarks:**  
 Ongoing review of SEL Universal Screener.

**Learning Plan**

**Learning Activities:**  
 Refer to attached ASCA Lesson Plan

**Resources:**  
 Middle School Counseling Repository, Counselor-created resources, ASCA, Naviance, Second Step

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Offer peer (group) leader</li> <li>• Have student assist counselor</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Offer peer/collaborative activities</li> <li>• Have centers/small groups</li> <li>• Access to counselor or peer leader</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Use of dictionaries</li> <li>• Offer translations available with online resources</li> <li>• Label items</li> <li>• Consultation with ESL teacher</li> </ul>
<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> </ul>

	<ul style="list-style-type: none"> <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:**  
 NJSLS ELA Standards  
 W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Indicators:**  
 NJSLS: Career Readiness, Life Literacies and Key Skills  
 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  
 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4,6.1.8.CivicsDP.1).  
 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.



## Lesson Plan

Lesson Plan for	<b>Semester 1</b> Introduction to Middle School Counselor and Middle School	(lesson title)
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School Counselor:	Grade 6		
Target Audience:	Grade 6		
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	3

Learning Target(s)/Competency	
Students will:	Learn about the role of the school counselor, rules, and protocols of the counseling office, and how to contact them.

Materials:	
PowerSchool or Naviance Email Middle School Counseling Webpages Student Laptops	
Evidence Base:	
<input checked="" type="checkbox"/> 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> </ul>
Communicate Lesson Targets:	Explain who you are and your role as an educator, relationship to the student.
Teach Content:	<p>Hello, my name is _____. I will be your School Counselor.</p> <ul style="list-style-type: none"> <li>If an email, insert your picture</li> </ul> <p>What does a School Counselor do? There are three domains/areas for which we are responsible:</p> <ul style="list-style-type: none"> <li>Academic Success: Monitor progress in classes, help select appropriate courses, and provide assistance if you begin to struggle academically.</li> <li>College and Career Readiness: Help you understand how your interests/abilities can lead to a meaningful career and how to pursue that career.</li> <li>Social/Emotional Development: Help you learn 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/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> <ul style="list-style-type: none"> <li>Share a list.</li> </ul> <p>Here is a link to our middle school counseling page with many more helpful resources:</p> <ul style="list-style-type: none"> <li>Insert link.</li> </ul> <p>Explain confidentiality:          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: _____</p>
Practice Content:	<ul style="list-style-type: none"> <li>Send via email or share during classroom introductions.</li> </ul>
Summarize:	Hopefully now you understand more about the role of your school counselor and how to seek assistance for school counseling services.
Close:	Naviance Survey or 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:	Tier 1: Entire grade level by class sections. Tier 2: Follow-up activities in small groups or individual based on student needs.

Planned length of lesson(s):	30 minutes
<b>Mindsets &amp; Behaviors Data:</b>	
<ul style="list-style-type: none"> <li>• Pre-test administered before first lesson</li> <li>• Post-test administered after lesson (if standalone) or after last lesson of unit/group session</li> <li>• Pre-/post-assessments created by individual counselors</li> </ul>	
<b>Outcome Data: (choose one)</b>	
<input checked="" type="checkbox"/> Achievement (describe): Naviance Survey or Microsoft Forms data.	
<input checked="" type="checkbox"/> Attendance (describe): Have a 100% participation.	
<input type="checkbox"/> Discipline (describe):	



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

## Lesson Plan

Lesson Plan for	<b>Semester 1</b> Academic Skills and Success  SMART Goal Setting and Organization	
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School Counselor:	Grade 6
Target Audience:	Grade 6
Mindsets & Behaviors: (limit of three)	M 5: Belief in using abilities to their fullest to achieve high quality results and outcomes B LS: 3. Use time-management, organizational and study skills B LS: 4. Apply self-motivation and self-direction to learning
Building Better People/SEL Competency	Self- Awareness, Self-Management, Responsible Decision Making
Lessons	1    Of    1

<b>Learning Target(s)/Competency</b>	
Students will:	<ul style="list-style-type: none"> <li>• Create a SMART goal regarding academic achievement.</li> <li>• Identify organizational strategies that work for you.</li> <li>• Identify online tools which could aid in organization.</li> </ul>
<b>Materials:</b>	
<ul style="list-style-type: none"> <li>• Grade 6 Social Studies Class Sections</li> <li>• Counselor-created materials</li> <li>• Counselor-created presentations (Nearpod, PowerPoint, Prezi)</li> <li>• Online materials and websites</li> <li>• Individual laptop devices</li> <li>• Projector</li> <li>• Informational texts and videos</li> <li>• School supplies (markers, paper, index cards, etc.)</li> </ul>	

<ul style="list-style-type: none"> <li>• Naviance</li> <li>• Second Step</li> </ul>	
Evidence Base:	
X Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Prompt with opening questions, survey on essential questions, quick videos to preview the lessons, or counselor-created opening activities.
Communicate Lesson Targets:	Learning targets from above will be written on a whiteboard or displayed on the projector.
Teach Content:	<ul style="list-style-type: none"> <li>• Counselor-created presentations (PowerPoint, Nearpod, Prezi)</li> <li>• Counselor examples</li> <li>• Online videos</li> <li>• Handouts</li> <li>• Naviance Lessons: <i>Goal Setting, My Study Skills</i></li> <li>• Second Step Lessons: <i>Making Goals Specific</i> and <i>Breaking Down Your Goals</i></li> <li>• Articles on organization (links below):</li> <li>• <a href="#">Staying Organized: A Guide for Students and Parents</a></li> <li>• <a href="#">Be-Organized-in-Middle-School</a></li> </ul>
Practice Content:	Practice applying new or bolster skills through game play, role modeling, group work. Examples of activities may include: <ul style="list-style-type: none"> <li>• Use the SMART Goal Template to create an individual goal with steps to achieve it <a href="#">SMART Goals Template</a>.</li> <li>• Create their own smart goal on an index card they will tape in the inside of their planner or locker.</li> <li>• Practice using games such as Quizizz, Kahoot, Quizlet, Gimkit about new material learned.</li> <li>• Practice using the Sticky Notes, Schoology Calendar, Outlook, or Office 365 Calendar features for assignment organization.</li> <li>• Activities in the Naviance and Second Step lessons.</li> </ul>
Summarize:	<ul style="list-style-type: none"> <li>• Have students share their SMART Goals.</li> <li>• Have students name three online tools which could aid in organization.</li> <li>• Have students share their plan to stay organized with a partner.</li> </ul>
Close:	Exit ticket, Naviance 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:	Tier 1: Entire grade level by class sections. Tier 2: Follow-up activities in small groups or individual based on student needs.
Planned length of lesson(s):	One class period
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ Pre-test administered before first lesson</li> <li>▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session</li> </ul>	

- Pre-/post-assessments created by individual counselors

Outcome Data: (choose one)

X Achievement (describe): Data from Naviance and Second Step. Students will use the lessons and activities to help with their individual academic achievement.

Attendance (describe):

Discipline (describe):



**Unit Title:** College, Career, and Life Readiness

**Unit Description:**

Explore student interests, strengths, and elements of their personality type.

**Unit Duration:** Semester 1

**Desired Results**

**ASCA Standard(s):**

M 4- Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 6- Positive attitude toward work and learning

B-LS 5 Apply media and technology skills

B-LS 7 Identify long and short-term academic, career, and social/ emotional goals

**Indicators:** N/A

**Understandings:**

*Students will understand that...*

- Personal interests, skills, and personality plays a role in goal setting and career exploration.
- Short-term and long-term goals should be explored each year.
- Academic planning is advantageous in the journey toward academic and career goals.

**Essential Questions:**

- How can my interests, personality, and strengths influence my success and fulfillment in future careers?
- What are essential skills, common tasks, and training for a career?
- How can thinking about and planning for the future be helpful?
- How is my educational planning linked to my career goals and interests?
- How can I best prepare to choose electives and courses as I transition through middle school and into high school?

**Assessment Evidence**

**Performance Tasks:**

N/A

**Other Evidence:**

- Surveys and exit tickets
- Teacher observation
- School Counselor SIS Log Entries

**Benchmarks:**

Ongoing review of SEL Universal Screener.

**Learning Plan**

**Learning Activities:**

Refer to attached ASCA Lesson Plan

**Resources:**

Middle School Counseling Repository, Naviance (Career Key, Do What You Are, Goal Setting), BBP Materials, Guest speakers, Online resources

**Unit Modifications for Special Population Students**

**Advanced Learners**

- Offer peer (group) leader
- Have student assist counselor

**Struggling Learners**

- Offer peer/collaborative activities
- Have centers/small groups
- Access to counselor or peer leader

<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Use of dictionaries</li> <li>• Offer translations available with online resources</li> <li>• Label items</li> <li>• Consultation with ESL teacher</li> </ul>
<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 ELA W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Indicators:**  
 NJSLS 9.2.8.B.3 Career Awareness, Explorations, Preparations, and Training  
 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
 NJ9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power  
 NJ CRP10. Plan education and career paths aligned to personal goals.



Lesson Plan for	<b>Semester 1</b> College, Career, and Life Readiness  Naviance Introduction – Exploration of Grade Level Naviance Tools/Inventories	(lesson title)
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School Counselor:	Grade 6
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Target Audience:	Grade 6		
Mindsets & Behaviors: (limit of three)	M.4 Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 5 Apply media and technology skills B-LS 7 Identify long and short term academic, career, and social/ emotional goals		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision-Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	<ul style="list-style-type: none"> <li>• Explore career options.</li> <li>• Discuss advantages of career exploration that links to interests, personality, strengths, and career opportunities.</li> </ul>
Materials:	
<ul style="list-style-type: none"> <li>• Grade 6 Social Studies Class Sections</li> <li>• Counselor-created materials</li> <li>• Counselor-created presentations (Nearpod, PowerPoint, Prezi)</li> <li>• Online materials and websites</li> <li>• Individual laptop devices</li> <li>• Projector</li> <li>• School supplies (markers, paper, index cards, etc.)</li> <li>• Naviance</li> <li>• Second Step</li> </ul>	
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:	Present information/lead discussion about Naviance Career Exploration and academic planning using essential questions.
Communicate Lesson Targets:	Learning targets from above will be displayed on white board or projected.
Teach Content:	Present Naviance and review tools. Model actions to be taken to complete tasks for activity.
Practice Content:	Monitor students using their Naviance accounts to accomplish assigned tasks, provide support, and reinforce of skills.
Summarize:	Emphasize essential questions, review learning target (i.e., discuss of experiences, game associated with skills, display) and direct students to complete assessment/ data collection tool (i.e., exit ticket, Naviance)
Close:	Review key understandings of activity and provide other valuable reminders.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	

Participation Data:	
Anticipated number of students:	Tier 1: Entire grade level by class sections. Tier 2: Follow up activities in small groups or individual based on student needs.
Planned length of lesson(s):	One class period
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ Pre-test administered before first lesson</li> <li>▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session</li> <li>▪ Data from Naviance</li> <li>▪ Pre-/post-assessment</li> </ul>	
Outcome Data: (choose one)	
<p><input checked="" type="checkbox"/> Achievement (describe): Data from Naviance, Second Step and/or exit ticket. School Counselors with students will review results of lessons/activities to assist with individual or group academic and career planning.</p> <p><input type="checkbox"/> Attendance (describe):</p> <p><input type="checkbox"/> Discipline (describe):</p>	

<b>Unit Title:</b> SEL: Self-Management, Relationship Skills, Social Awareness	
<b>Unit Description:</b> Discuss how to be a friend. Develop an understanding of tolerance for differences and begin to establish personal goals. Discussion of utilizing self-help (coping, calming, advocating) strategies.	
<b>Unit Duration:</b> Semester 2	
<b>Desired Results</b>	
<b>ASCA Standard(s):</b> M3: Sense of belonging in the school environment M6: Positive attitude towards work and learning B-SMS 7. Demonstrate effective coping skills when faced with a problem. B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B SS-2. Create positive and supportive relationships with other students. B SS 4. Demonstrate empathy. B SS-5. Demonstrate ethical decision-making and social responsibility. B SS-9. Demonstrate social maturity and behaviors appropriate to the situation and environment.	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>We are all unique, but also how they are very similar.</li> <li>We can develop skills to establish and maintain healthy relationships.</li> <li>There are strategies for self-help skills.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is stress?</li> <li>How can I manage changes, stress, anxiety?</li> <li>What values are important to me?</li> <li>How can I best care for my whole self?</li> <li>What makes someone a good classmate/community member?</li> <li>What is social responsibility?</li> <li>What is empathy?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Surveys and exit tickets</li> <li>Teacher observation</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 Plan	
<b>Resources:</b> Middle School Counseling Repository, Online materials, ASCA, BBP materials, Naviance, Second Step	
<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Offer peer (group) leader</li> <li>Have student assist counselor</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Offer peer/collaborative activities</li> <li>Have centers/small groups</li> <li>Access to counselor or peer leader</li> </ul>

<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Use of dictionaries</li> <li>• Offer translations available with online resources</li> <li>• Label items</li> <li>• Consultation with ESL teacher</li> </ul>
<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>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

<p><b>Indicators:</b>  NJSLS Comprehensive Health Standards</p> <ul style="list-style-type: none"> <li>• 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</li> <li>• 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast healthy and unhealthy relationships</li> </ul> <p>NJSLS ELA Standards</p> <ul style="list-style-type: none"> <li>• W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
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## Integration of 21<sup>st</sup> Century Skills

<p><b>Indicators:</b>  NJSLS Career Readiness, Life Literacies and Key Skills</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4,6.1.8.CivicsDP.1).</p>
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# Lesson Plan

Lesson Plan for	<b>Semester 2</b> SEL: Self-Management, Relationship Skills, Social Awareness	(lesson title)
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	Stress and Coping Skills	
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School Counselor:	Grade 6		
Target Audience:	Grade 6		
Mindsets & Behaviors: (limit of three)	M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS Demonstrate effective coping strategies when faced with a problem		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision-Making		
Lesson	1	Of	1

**Learning Target(s)/Competency**

Students will:	<ul style="list-style-type: none"> <li>Identify how stress can play a positive and negative role in their lives.</li> <li>Identify positive coping mechanisms for when they are feeling stressed or overwhelmed.</li> </ul>
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**Materials:**

<ul style="list-style-type: none"> <li>Grade 6 Social Studies Class Sections</li> <li>Counselor-created materials</li> <li>Counselor-created presentations (Nearpod, PowerPoint, Prezi)</li> <li>Online materials and websites</li> <li>Individual laptop devices</li> <li>Projector</li> <li>Informational texts and videos</li> <li>School supplies (markers, paper, index cards, etc.)</li> <li>Naviance</li> <li>Second Step</li> </ul>
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**Evidence Base:**

<p>X Best Practice</p> <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based
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**Procedure: Describe how you will:**

Introduce:	Prompt opening questions, video, game or survey-based on essential questions, quick videos to preview the lessons, counselor-created opening activities.
Communicate Lesson Targets:	Learning targets from above will be written on a whiteboard or displayed on the projector.
Teach Content:	<ul style="list-style-type: none"> <li>Counselor-created presentations (Powerpoint, Nearpod, Prezi)</li> <li>Counselor examples</li> <li>Online videos</li> <li>Handouts</li> <li><a href="#">Video: Self-Management and Stress</a></li> <li><a href="#">Stress Management PowerPoint: TPT Free Download</a></li> <li>Naviance lesson: <i>Working through Stress</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Second Step lessons: <i>Where Does Stress Come From, Can Stress Help You Grow, Strategies for Managing Stress, Changing Stress and Getting Help, and My Stress Management Plan</i></li> </ul>
Practice Content:	<p>Practice applying new or bolstered skills through game play, role modeling, or group work.</p> <p>Examples of activities may include:</p> <ul style="list-style-type: none"> <li>• Make a list of healthy and unhealthy coping strategies on the board.</li> <li>• Create a list of 5 positive ways they personally will use to deal with stress.</li> <li>• Activities on Naviance and/or Second Step lessons</li> <li>• Practice some breathing strategies and other grounding techniques listed in this article: <a href="#"><u>Ways to Calm Down</u></a></li> <li>• Read list of skills with a partner and highlight the ones that would work for them <a href="#"><u>Coping skills list and worksheet: TPT Free</u></a></li> </ul>
Summarize:	<ul style="list-style-type: none"> <li>• Have students share ways stress can be positive or negative.</li> <li>• Have students work in pairs to talk about healthy ways to cope when they are stressed.</li> </ul>
Close:	Exit ticket, Naviance Survey

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

Participation Data:

Anticipated number of students:	<p>Tier 1: Entire grade level by class sections.</p> <p>Tier 2: Follow up activities in small groups or individual based on student needs.</p>
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Planned length of lesson(s):	One class period
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Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe): Data from Naviance/Second Step. Students will use the lessons and activities to help with their individual academic achievement.

Attendance (describe):

Discipline (describe):





# Lesson Plan

Lesson Plan for	<b>Semester 2</b> SEL: Self-Management, Relationship Skills, Social Awareness  Healthy Peer Relationships	(lesson title)
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School Counselor:	Grade 6		
Target Audience:	Grade 6		
Mindsets & Behaviors: (limit of three)	M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 2- Create positive and supportive relationship with other students		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision-Making		
Lesson	1	Of	1

**Learning Target(s)/Competency**

Students will:	<ul style="list-style-type: none"> <li>Identify qualities and actions that create healthy peer relationships.</li> <li>Identify qualities and actions that create unhealthy peer relationships.</li> </ul>
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**Materials:**

- Grade 6 Social Studies Class Sections
- Counselor-created materials
- Counselor-created presentations (Nearpod, PowerPoint, Prezi)
- Online materials and websites
- Individual laptop devices
- Projector
- Informational texts and videos
- School supplies (markers, paper, index cards, etc.)
- Naviance
- Second Step

**Evidence Base:**

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

**Procedure: Describe how you will:**

Introduce:	Prompt opening questions, video, game or survey-based on essential questions, quick videos to preview the lessons, counselor-created opening activities.
Communicate Lesson Targets:	Learning targets from above will be written on a whiteboard or displayed on the projector.
Teach Content:	<ul style="list-style-type: none"> <li>• Counselor-created presentations (Powerpoint, Nearpod, Prezi)</li> <li>• Counselor examples</li> <li>• Online videos</li> <li>• Handouts</li> <li>• Second Step Lessons: <i>My Values and my Relationships</i>, <i>Healthy Relationships</i>, <i>Unhealthy Relationships</i> and <i>Your Guide to Healthy Relationships</i></li> <li>• Naviance Lesson: <i>My Middle School Support Network</i></li> <li>• <a href="#">ABC's of Healthy Friendships (Acceptance, Boundaries, Compromise)</a></li> </ul>
Practice Content:	<p>Practice applying new or bolstered skills through game play, role modeling, or group work.</p> <p>Examples of activities may include:</p> <ul style="list-style-type: none"> <li>• Create a class word cloud or bulletin board highlighting the qualities that make for healthy peer relationships.</li> <li>• Read about various friendships and decide if there are qualities of healthy or unhealthy behaviors and why.</li> <li>• <a href="#">Word search: Qualities of a good friend</a> Separate the qualities into healthy/unhealthy friendship qualities and then have students work in partners to find all the words</li> <li>• Naviance and/or Second Step lesson activities</li> </ul>
Summarize:	<ul style="list-style-type: none"> <li>• Have students share the qualities that make them a good friend.</li> <li>• Ask students about 3 qualities that are important to them when making friends.</li> <li>• Work with a pair or group of 3 and share how they will handle when their peer relationships have unhealthy tendencies.</li> </ul>
Close:	Exit ticket, Naviance Survey

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

Participation Data:

Anticipated number of students:	Tier 1: Entire grade level by class sections. Tier 2: Follow up activities in small groups or individual based on student needs.
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Planned length of lesson(s):	One class period
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Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

X Achievement (describe): Data from Naviance and Second Step tool utilization. Use of Universal Screener Data. Students will use the lessons and activities to help with their individual academic achievement.

Attendance (describe):

Discipline (describe):