



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.



Washington Township School District

Course Title: Middle School Counseling

Grade Level(s): 7

Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
Course Description:	<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><u>District School Counseling Department Vision/Mission</u> 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><u>Grade 7 Units of Study:</u> Semester 1 – Re-Introduction to Middle School Counselor, Academic Skills and Success Semester 1 – College, Career, and Life Readiness Semester 2 – SEL: Self-Management, Relationship Skills, Social Awareness</p>					
Grading Procedures:	N/A					
Primary Resources:	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 re-introduction to Middle School Counselor.
Continue exploring academic goal setting and determine effective independent study skills.

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.
B-SMS 8. Demonstrate the ability to balance school, home and community activities.

Indicators: N/A

Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none">• Organization and time management both contribute to academic success.• Developing good study habits will aid students throughout all levels of their educational path.• Setting short-term and long-term academic goals leads to academic achievement.	Essential Questions: <ul style="list-style-type: none">• How do I learn best?• How do I remember/effectively study material?• What are my academic goals?• What internal and external factors motivate a student to pursue success?• How do I best manage my time?
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Assessment Evidence

Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none">• Surveys and exit tickets• Teacher observation• School Counselor SIS Log Entries
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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

Advanced Learners	<ul style="list-style-type: none">• Offer peer (group) leader• Have student assist counselor
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Struggling Learners	<ul style="list-style-type: none"> • Offer peer/collaborative activities • Have centers/small groups • Access to counselor or peer leader
English Language Learners	<ul style="list-style-type: none"> • Use of dictionaries • Offer translations available with online resources • Label items • Consultation with ESL teacher
Learners with an IEP	<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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 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 21st 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	Semester 1 Re-Introduction to Middle School Counselor	(lesson title)
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School Counselor:	Grade 7		
Target Audience:	Grade 7		
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:	Review 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"> • Re-explain who you are and your role.
Communicate Lesson Targets:	Explain who you are and your role as an educator, relationship to the student.
Teach Content:	<p>Hello, I am happy to that I continue to be your School Counselor.</p> <ul style="list-style-type: none"> • Reminder of role of school counselor. • Share activities such as classroom lessons, individual/small group counseling, and collaboration with others who care about your success. • Share some areas be addressed this school year. • Explain confidentiality. • Insert link to middle school counseling webpage. • If an email, insert your picture. <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: _____.</p>
Practice Content:	<ul style="list-style-type: none"> • Send via email or share during classroom introductions.
Summarize:	Remember 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:	<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>
Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-test administered before first lesson • Post-test administered after lesson (if standalone) or after last lesson of unit/group session • Pre-/post-assessments created by individual counselors 	
Outcome Data: (choose one)	
<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):	



Lesson Plan

Lesson Plan for	Semester 1 Academic Skills and Success Study Skills and Adjusting to More Challenging Classes
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School Counselor:	Grade 7
Target Audience:	Grade 7
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

Learning Target(s)/Competency

Students will:	<ul style="list-style-type: none"> Identify study skills strategies which are the most effective for them. Identify online tools which could aid in study skills.
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Materials:

- Grade 7 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 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"> Counselor-created presentations (PowerPoint, Nearpod, Prezi) Counselor examples

	<ul style="list-style-type: none"> • Online videos • Handouts • Informational texts and videos • Naviance Lessons: <i>My Academic Challenges</i> and <i>Taking Responsibility</i> • Second Step Lessons: <i>Learning from Mistakes and Failure</i> and <i>Is My Plan Effective</i> • Video: Effective Study Skills • Grade 7 Adjusting to Advanced Classes Sample PowerPoint
Practice Content:	<p>Practice applying new or bolster skills through game play, role modeling, group work, etc.</p> <p>Examples of activities may include:</p> <ul style="list-style-type: none"> • Identify and write down one study skill strategy on post its that would be effective for each of their core classes to keep in planner or individual folders. • In groups, come up with a poster with study tips and tricks that could be hung up in the hallways. • In pairs, come up with a list of how they would handle different projects and scenarios that may happen in their classes. • Give a list of web tools for study skills that they can explore in class. • Do activities in the Naviance and/or Second Step lessons.
Summarize:	<ul style="list-style-type: none"> • Have students share a new study skill they have learned today. • Ask about 3 things they will do differently moving forward. • Work with a pair or group of 3 and share 2 websites they will use to help with their scheduling advisement/course selection.
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:	<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>
Planned length of lesson(s):	One class period
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-test administered before first lesson • Post-test administered after lesson (if standalone) or after last lesson of unit/group session • Pre-/post-assessments created by individual counselors 	
Outcome Data: (choose one)	
<p>X Achievement (describe): Data from Naviance and Second Step. Students will use the lessons and activities to help with their individual academic achievement.</p> <p><input type="checkbox"/> Attendance (describe):</p> <p><input type="checkbox"/> Discipline (describe):</p>	

Unit Title: College, Career, and Life Readiness	
Unit Description: Explore interests, strengths, along with elements of personality, and make linkages between it to goal setting and pursue elective courses.	
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: <i>Students will understand that...</i>	Essential Questions: <ul style="list-style-type: none"> • How can my interests, personality, and strengths influence

<ul style="list-style-type: none"> • 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. 	<p>my success and fulfillment in future careers?</p> <ul style="list-style-type: none"> • 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 HS?
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Assessment Evidence

<p>Performance Tasks: N/A</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Surveys and exit tickets • Teacher observation • School Counselor SIS Log Entries
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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, Naviance (Career Key, Do What You Are, Goal Setting), BBP Materials, Guest speakers, Online resources

Unit Modifications for Special Population Students

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

	<ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 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 21st 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

Lesson Plan for	Semester 1 College, Career, and Life Readiness	(lesson title)
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Naviance – Exploration of Grade Level Tools/Inventories

School Counselor:	Grade 7
Target Audience:	Grade 7
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	
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Students will:	<ul style="list-style-type: none"> • Explore career options. • Discuss advantages of career exploration and educational planning (linkages between interests, personality, strengths, career opportunities).
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Materials:	
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- Grade 7 Social Studies Class Sections
- Counselor-created materials
- Counselor-created presentations (Nearpod, PowerPoint, Prezi)
- Online materials and websites
- Individual laptop devices
- Projector
- School supplies (markers, paper, index cards, etc.)
- Naviance
- Second Step

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

Procedure: Describe how you will:	
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Introduce:	Present information/lead discussion about Naviance Career Exploration and academic planning in line with essential questions.
Communicate Lesson Targets:	Introduce purpose of lesson and learning targets for activity. Learning targets from above will be displayed on white board or projected.
Teach Content:	Present or review Naviance and model actions to be taken to complete tasks for activity.
Practice Content:	Monitor student usage of Naviance to accomplish assigned tasks, providing support and reinforcement of skills as needed.
Summarize:	Emphasize essential questions, review learning target (i.e., discuss of experiences, game associated with skills, display, etc.) and direct students to complete assessment/ data collection tool (i.e. exit ticket, survey, etc.)

Close:	Review key understandings of activity and provide other valuable reminders.
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.
Planned length of lesson(s):	One class period
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-test administered before first lesson • Post-test administered after lesson (if standalone) or after last lesson of unit/group session • Data from Naviance • Pre-/post-assessment 	
Outcome Data: (choose one)	
<input checked="" type="checkbox"/> Achievement (describe): Data from Naviance/Second Step lesson and survey results. Students will use the lessons and activities to help with their individual academic achievement.	
<input type="checkbox"/> Attendance (describe):	
<input type="checkbox"/> Discipline (describe):	

Unit Title: SEL: Self-Management, Relationship Skills, Social Awareness	
Unit Description: Develop a sense of self, how to establish and maintain healthy relationships through empathy and conflict resolution, and continue to utilize self-help (i.e., coping, calming, advocating) strategies.	
Unit Duration: Semester 2	
Desired Results	
ASCA Standard(s): 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.	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> We are all unique, but also how they very similar. They can develop skills to establish and maintain healthy relationships. There are strategies for self-help skills. 	Essential Questions: <ul style="list-style-type: none"> What is stress? How can I manage changes, stress, anxiety? What values are important to me? How can I best care for my whole self? What makes someone a good classmate/community member? What is social responsibility? What is empathy?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> 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, Online materials, ASCA, BBP materials, Naviance, Second Step

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Offer peer (group) leader • Have student assist counselor
Struggling Learners	<ul style="list-style-type: none"> • Offer peer/collaborative activities • Have centers/small groups • Access to counselor or peer leader
English Language Learners	<ul style="list-style-type: none"> • Use of dictionaries • Offer translations available with online resources • Label items • Consultation with ESL teacher
Learners with an IEP	<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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

NJSLS Comprehensive Health Standards

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).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

NJSLS ELA Standards

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

NJSLS Career Readiness, Life Literacies and Key Skills

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).



Lesson Plan

Lesson Plan for	Semester 2 SEL: Self-Management, Relationship Skills, Social Awareness Rumors and Gossip	(lesson title)
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School Counselor:	Grade 7
Target Audience:	Grade 7
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 B SS-5- Demonstrate ethical decision making and social responsibility
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"> Define rumors and gossip. Describe the negative impact that rumors and gossip can have on peer relationships. Identify appropriate ways to react to gossip and rumors.
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Materials:	
<ul style="list-style-type: none"> • Grade 7 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, etc. or survey-based on essential questions, quick videos to preview the lessons, counselor-created opening activities. Whisper down the lane game to preview how rumors spread.
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"> • Counselor-created presentations (PowerPoint, Nearpod, Prezi) • Counselor examples • Online videos • Handouts • Second Step Lesson: <i>Handling Conflicts Responsibly</i> • Questions about what happens in “whisper down the lane.” • Define rumors and gossip in their own words, then look up the definitions. Compare and contrast the difference.
Practice Content:	Practice applying new or bolster skills through game play, role modeling, or group work. Examples of activities may include: <ul style="list-style-type: none"> • In pairs, list 3 ways they will handle when they hear gossip or a rumor. • Sign a grade level pledge to stop drama and include how they plan to do so • Have different role-playing scenarios of peer conflicts due to gossip/rumors- have students work in pairs to come up with solutions of how to handle each situation. • Use activities from this website: https://theresponsivecounselor.com/2017/04/gossiprumors-lesson-part-1.html • List of resources and activities from Counselor 1 Stop https://counselor1stop.org/wiki/gossip-and-rumors/ • Gossip and rumors quizizz game link: https://quizizz.com/join/quiz/5e37fc2a284bbe001bf0e361/start?referrer=57a0a87b62f89acd188ddc7e

Summarize:	<ul style="list-style-type: none"> • Have students share some of what they wrote for their pledge. • Ask students to define gossip and rumors. • Work with a pair or group of 3 and share strategies for how to handle gossip and rumors with one another.
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"> • 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. Students will use the lessons and activities to help with their individual academic achievement.	
<input type="checkbox"/> Attendance (describe):	
<input type="checkbox"/> Discipline (describe):	



Lesson Plan

Lesson Plan for	Semester 2 SEL: Self-Management, Relationship Skills, Social Awareness Empathy	(lesson title)
School Counselor:	Grade 7	
Target Audience:	Grade 7	
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 4 Demonstrate empathy 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"> Gain an understanding of empathy and how to put it into practice (from the website <i>Teaching Tolerance</i>)
Materials:	
<ul style="list-style-type: none"> Grade 7 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 Teaching Tolerance Lesson Plan: https://www.tolerance.org/classroom-resources/tolerance-lessons/developing-empathy 	
Evidence Base:	
X Best Practice Action Research Research-Informed Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Prompt opening questions, video, game, or survey on essential questions, quick videos to preview the lessons, counselor-created opening activities. Discuss essential questions from Teaching Tolerance Website: <ul style="list-style-type: none"> What does it mean to put yourself in someone else's shoes? How empathetic am I? How can I better show empathy toward others?
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"> Discuss the definition of empathy. Take survey – Am I Empathetic (Both on Teaching Tolerance Website).
Practice Content:	Practice applying new or bolster skills through game play, role modeling, or group work. Examples of activities may include: <ul style="list-style-type: none"> Counselor-created activities Paired scenario activity (Teaching Tolerance Website) Discuss on how they have shown empathy or have had others been empathetic to them in the past Discuss about what it means when you say to walk a mile in someone's shoes.... Then have students fill in what they want their classmates to know about them in a shoe (anonymous activity that could be used for a bulletin board)
Summarize:	<ul style="list-style-type: none"> Share examples of how they will be more empathetic in the future. Pair up to discuss what they have learned about empathy today
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"> • 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)	
<input checked="" type="checkbox"/> Achievement (describe): Data from Naviance and Second Step. Students will use the lessons and activities to help with their individual academic achievement.	
<input type="checkbox"/> Attendance (describe):	
<input type="checkbox"/> Discipline (describe):	