



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

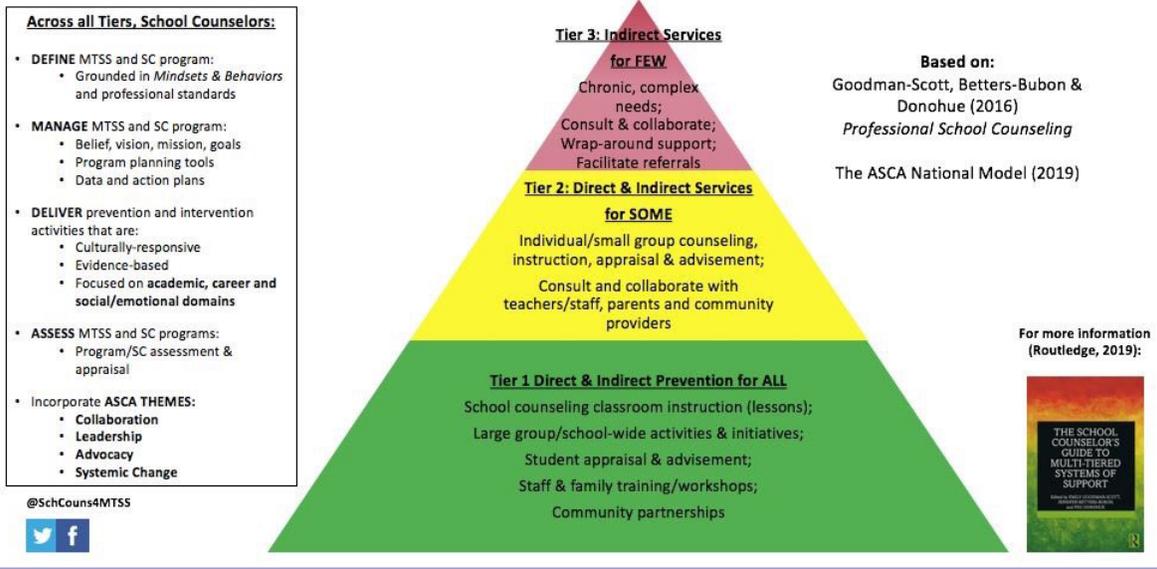
Office of Curriculum and Instruction

PROGRAM MAP

DEPARTMENT	School Counseling	
GRADE BAND	✓	5-6
LAST REVISION DATE	June 2023	
BOE APPROVAL DATE	June 26, 2023	

DEPARTMENT OVERVIEW

2019 ASCA National Model Aligned with MTSS



The Intermediate School Counseling department seeks to support all students and staff in flourishing through the use of comprehensive programming as set forth by the American School Counselor Association. Counselors collaborate with all stakeholders to create an environment for personal, social, emotional, and academic success and wellness. Counselors seek to build a climate of belonging and connection in which each individual feels as though they are safe, valued, respected and celebrated for their unique contribution to our learning environment. The comprehensive counseling program utilizes a data driven, strength-based, and multi-tiered system of supports that aims to educate and empower each child to be a successful and responsible community member and life-long learner.

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COUNSELOR STANDARDS

Set forth by the American School Counselor Association:

- [ASCA School Counselor Professional Standards & Competencies](#) (copy attached)
- [ASCA Ethical Standards for School Counselors](#) (copy attached)

Professional Development

- *School counselors will meet the professional development requirements for the district, as well as, their professional organizations.*
 - GCN Trainings
 - District Turnkey Trainings
 - District PD Trainings

PLC Requirements

- *Counselors on grade level teams will meet once per month to connect and discuss consistency in deliverable content (i.e., Tier 3 classroom lessons) across grade levels, as well as best practice methods throughout the year*

TIER 3 - INDIVIDUAL DIRECT SERVICES OVERVIEW

ASCA Mindset and Behavior Standards ASCA PDF (copy attached)	Objectives/Activities	Assessment/Evaluation
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-LS 1. Critical thinking skills to make informed decisions B-LS 3. Time-management, organizational and study skills B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 1. Responsibility for self and actions</p>	<p><i>Individual student meetings by request, referral or otherwise needed (social, emotional, academic support) to develop skills and strategies related to: Emotion Regulation & Expression, Coping, Anxiety, Peer mediation, Self-esteem building, Impulse Control, Social interactions, Decision-making, Motivation, Behavioral support, Crisis Intervention, Academic support, Growth mindset, Grief support, Changing families support</i></p>	<p><i>Discipline/behavioral referrals, report cards, stakeholder feedback</i></p>

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<p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 4. Empathy</p> <p>B-SS 5. Ethical decision-making and social responsibility</p> <p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p> <p>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>		
<p>Mindsets:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 4. Self-confidence in ability to succeed</p> <p>Behaviors:</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 7. Effective coping skills</p> <p>B-SMS 9. Personal safety skills</p>	<p><i>Risk Assessments</i></p>	<p><i>Student safety/behaviors, Stakeholder feedback</i></p>
<p>Mindsets:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 4. Self-confidence in ability to succeed</p>	<p><i>Re-entry and Safety Plans</i></p>	<p><i>Student safety/behaviors, teacher feedback</i></p>

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<p>Behaviors: B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 4. Self-confidence in ability to succeed</p> <p>Behaviors: B-LS 1. Critical thinking skills to make informed decisions B-LS 4. Self-motivation and self-direction for learning B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills B-SMS 10. Ability to manage transitions and adapt to change B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>	<p>Mental Health Screenings, Liaison for school and mental health programs (IOP/PHP/other), Re-entry meetings</p>	<p>Stakeholder feedback</p>
<p>Mindsets: M 1. Belief in development of whole</p>	<p>Student observations, Behavior plans</p>	<p>Teacher feedback, behavioral referrals</p>

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<p><i>self, including a healthy balance of mental, social/emotional and physical well-being</i></p> <p>M 2. <i>Sense of acceptance, respect, support and inclusion for self and others in the school environment</i></p> <p>M 3. <i>Positive attitude toward work and learning</i></p> <p>M 4. <i>Self-confidence in ability to succeed</i></p> <p>M 5. <i>Belief in using abilities to their fullest to achieve high-quality results and outcomes</i></p> <p>Behaviors:</p> <p>B-SMS 1. <i>Responsibility for self and actions</i></p> <p>B-SMS 2. <i>Self-discipline and self-control</i></p> <p>B-SMS 3. <i>Independent work</i></p> <p>B-SMS 10. <i>Ability to manage transitions and adapt to change</i></p> <p>B-SS 2. <i>Positive, respectful and supportive relationships with students who are similar to and different from them</i></p> <p>B-SS 3. <i>Positive relationships with adults to support success</i></p> <p>B-SS 4. <i>Empathy</i></p> <p>B-SS 9. <i>Social maturity and behaviors appropriate to the situation and environment</i></p>		
N/A	Community Referrals	Stakeholder feedback
TIER 3 - INDIVIDUAL INDIRECT SERVICES		
<p>ASCA Mindset and Behavior Standards</p> <p>ASCA PDF (copy attached)</p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>
<p>Mindsets:</p> <p>M 1. <i>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</i></p> <p>M 2. <i>Sense of acceptance, respect, support and inclusion for self and others in the school environment</i></p> <p>M 3. <i>Positive attitude toward work and learning</i></p>	<p><i>Parent meetings/conferences by request or as needed for support and collaboration.</i></p>	<p><i>Discipline/behavioral referrals, report cards, teacher feedback, parent/guardian feedback</i></p>

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<p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p> <p>B-LS 1. Critical thinking skills to make informed decisions</p> <p>B-LS 3. Time-management, organizational and study skills</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p> <p>B-LS 10. Participation in enrichment and extracurricular activities</p> <p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 4. Delayed gratification for long-term rewards</p> <p>B-SMS 8. Balance of school, home and community activities</p> <p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p> <p>B-SS 10. Cultural awareness, sensitivity and responsiveness</p>		
<p>Mindsets:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p> <p>B-LS 2. Creative approach to learning, tasks and problem solving</p> <p>B-LS 4. Self-motivation and self-direction for learning</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p>	<p>Student Support and Advocacy in CST Meetings and/or teacher meetings</p>	<p>Stakeholder feedback</p>

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<p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</p> <p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 2. Self-discipline and self-control</p> <p>B-SMS 3. Independent work</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 10. Ability to manage transitions and adapt to change</p> <p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 5. Ethical decision-making and social responsibility</p> <p>B-SS 6. Effective collaboration and cooperation skills</p>		
<p>Mindsets:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p> <p>B-LS 2. Creative approach to learning, tasks and problem solving</p> <p>B-LS 3. Time-management, organizational and study skills</p> <p>B-LS 4. Self-motivation and self-direction for learning</p> <p>B-LS 5. Media and technology skills to enhance learning</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p> <p>B-SMS 3. Independent work</p> <p>B-SMS 6. Ability to identify and overcome barriers</p>	<p><i>I&RS Coordination, meeting attendance, documentation of action plan interventions, and data entry</i></p>	<p><i>Stakeholder feedback</i></p>

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<p>B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</p> <p>Behaviors: B-LS 2. Creative approach to learning, tasks and problem solving B-LS 3. Time-management, organizational and study skills B-LS 4. Self-motivation and self-direction for learning B-LS 5. Media and technology skills to enhance learning B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 3. Independent work B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>	<p>504 Plan Coordination, plan development, and data entry</p>	<p>Stakeholder feedback, Student behavior</p>
<p>TIER 2 SMALL GROUP DIRECT SERVICES</p>		

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<p>ASCA Mindset and Behavior Standards ASCA PDF (copy attached)</p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-LS 4. Self-motivation and self-direction for learning B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-LS 10. Participation in enrichment and extracurricular activities B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 7. Effective coping skills B-SMS 10. Ability to manage transitions and adapt to change B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>	<p><i>Small group interventions by parent request, staff referral or otherwise needed (social, emotional, behavioral, academic support).</i></p> <p><i>Dependent on demonstrated student need and teacher/CST recommendations.</i></p> <p><i>Topics typically include but are not limited to: Social Skills, Healthy Friendships, Changing Families, Grief Support, Anxiety Management, Study Skills, New student welcome, Life Transitions</i></p>	<p><i>Stakeholder feedback, Student behavior</i></p>

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<p><i>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</i></p>		
<p>TIER 1 SCHOOL-WIDE INDIRECT SERVICES</p>		
<p>ASCA Mindset and Behavior Standards ASCA PDF <i>(copy attached)</i></p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 2. Self-discipline and self-control B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment B-SS 10. Cultural awareness, sensitivity and responsiveness</p>	<p><i>School-climate & Safety Committee Coordinator</i></p>	<p><i>School Climate Surveys</i></p>
<p>Mindsets:</p>	<p><i>Parent Education - Various</i></p>	<p><i>Stakeholder feedback</i></p>

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<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p> <p>B-LS 3. Time-management, organizational and study skills</p> <p>B-LS 4. Self-motivation and self-direction for learning</p> <p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 2. Self-discipline and self-control</p> <p>B-SMS 3. Independent work</p> <p>B-SMS 5. Perseverance to achieve long and short-term goals</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 7. Effective coping skills</p> <p>B-SMS 8. Balance of school, home and community activities</p> <p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 4. Empathy</p> <p>B-SS 5. Ethical decision-making and social responsibility</p> <p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>	<p>relevant topics</p>	
<p>N/A</p>	<p>School-climate surveys - deliver, analyze data, report</p>	<p>N/A</p>
<p>N/A</p>	<p>Teacher collaboration &</p>	<p>Teacher feedback</p>

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	support	
TIER 1 SCHOOL-WIDE DIRECT SERVICES		
ASCA Mindset and Behavior Standards ASCA PDF (copy attached)	Objectives/Activities	Assessment/Evaluation
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>Behaviors: B-LS 1. Critical thinking skills to make informed decisions B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 9. Personal safety skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment B-SS 10. Cultural awareness, sensitivity and responsiveness</p>	<p>HIB Investigations as Anti-bullying Specialist</p>	<p>Administration feedback</p>
<p>Mindsets: M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>Behaviors: B-SMS 1. Responsibility for self and actions B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p>	<p>Character Education - Morning Announcements</p>	

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B-SS 4. Empathy
B-SS 5. Ethical decision-making and social responsibility
B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-SS 10. Cultural awareness, sensitivity and responsiveness

TIER 1 - SCHOOL-WIDE DIRECT SERVICES / CLASSROOM LESSONS OVERVIEW

The Second Step Program helps students build academic and social-emotional skills to help them succeed in school and in life. Units of study are based on themes of growth mindset, resilience, perspective-taking, staying calm, understanding thoughts and emotions, empathy, kindness, peer relationships, conflict-resolution, and decision-making.

Unit 1: Growth Mindset and Goal Setting

- 5th Grade - *Students learn how to develop a growth mindset and to plan, modify, and achieve goals.*
 - Lesson 1: The Right Goal for Me/My Plan
 - Lesson 2: Changing My Plan/Time to Reflect
 - Lesson 3: Performance Task: My 10-Minute Goal
- 6th Grade - *(Unit is titled 'Mindsets & Goals') Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities.*
 - Lesson 1: Starting Middle School/How to Grow Your Brain/Trying New Strategies
 - Lesson 2: Making Goals Specific/Breaking Down Your Goals
 - Lesson 3: Monitoring Your Progress/Performance Task: Bringing It All Together

Unit 2: Emotion Management - 5th Grade ONLY

- *Students learn how to identify emotions in themselves and apply strategies to manage their emotions.*
 - Lesson 1: Strong Emotions
 - Lesson 2: What is Stress?
 - Lesson 3: Planning for Change/What Can I Change?/Performance Task: Making a Change

Unit 2: Recognizing Bullying and Harassment - 6th Grade ONLY

- *Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment. This unit's content helps students develop empathy, understand the impact of bullying and harassment on individuals and their communities, and examine social and environmental factors that contribute to negative behaviors as well as identify solutions for preventing those behaviors.*
 - Lesson 1: Common Types of Bullying/Recognizing Bullying

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- Lesson 2: Responding to Online Bullying/How to Be an Upstander
- Lesson 3: Standing Up and Staying Safe/Performance Task: Raising Awareness About Bullying

Unit 3: Empathy & Kindness - 5th Grade ONLY

- 5th Grade - *Students learn how to apply their perspective-taking and empathy skills to define and help solve a community problem.*
 - Lesson 1: Empathy in the Community
 - Lesson 2: What's the Problem?/A Different Point of View
 - Lesson 3: Community Solutions/Performance Task: Your Solution

Unit 3: Thoughts, Emotions & Decisions - 6th Grade ONLY

- 6th Grade - *Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress. This unit's content helps students understand that all emotions are valuable because they provide us with information about our environment. Students learn to respond to their emotions in ways that help meet their wants and needs.*

Unit 4: Problem-Solving

- 5th Grade - *Students learn how to apply their emotion management, communication, and perspective-taking skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.*
 - Lesson 1: Beginning to STEP/When? Where? Who?
 - Lesson 2: Solutions Web/Let's Reflect
 - Lesson 3: Performance Task: Putting it All Together
- 6th Grade - *(unit is titled 'Managing Relationships & Social Conflict') Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. This unit's content helps students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.*
 - Lesson 1: What Emotions Tell You/Emotions and Your Brain
 - Lesson 2: How Emotions Affect Your Decisions/Managing Your Emotions
 - Lesson 3: What Works Best For You?/Performance Task: Raising Awareness about Managing Emotions

AD HOC Lessons:

- 5th and 6th Grade: *School Counselors may be requested to or feel it necessary to provide a targeted classroom lesson beyond the Second Step Curriculum.*
 - *All lessons will align with ASCA Mindsets & Behaviors*
 - *Lessons may be related to, but not be limited to, concerns regarding; rumors, bullying, responsibility/accountability, conflict resolution, growth mindset, friendship, social skills, kindness, or life transitions.*

****All Second Step Units of Study are outlined below****

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UNIT OF STUDY	Growth Mindset & Goal Setting/Mindsets & Goals
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do we set a personal goal? ● How do we make sure that a personal goal is right for us? ● How do we make a plan to achieve our goal and check our progress on that plan? ● What does it entail to reflect on a personal goal? ● What is the goal-setting process? 	
ENDURING UNDERSTANDINGS	
<p>5th Grade:</p> <ul style="list-style-type: none"> ● Setting a goal is an important part of the learning process ● Goals must be specific, challenging, and doable ● When making a plan to achieve a goal, it is important to be flexible ● Changing a plan is sometimes necessary to achieve a personal goal ● Evaluating progress towards reaching a goal allows us to set better and move achievable goals in the future <p>6th Grade:</p> <ul style="list-style-type: none"> ● A growth mindset helps us achieve our goals ● Interpersonal support helps make us better at facing challenges ● When making a plan to achieve a goal, it is important to be flexible and note where a new strategy can be used ● Changing a plan is sometimes necessary to achieve a personal goal ● Evaluating progress towards reaching a goal allows us to set better and move achievable goals in the future 	
LEARNING TARGETS	
<p>5th Grade:</p> <ul style="list-style-type: none"> ● Set a personal goal that meets the given criteria ● Make a plan to reach a goal ● Evaluate progress toward reaching a goal and identify roadblocks that may be getting in the way ● Make changes to overcome roadblocks ● Respond to reflection questions <p>6th Grade:</p>	

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- Recognize that social challenges are common during adolescence and often get better in time with support from others
- Adopt a growth mindset
- Set personal goals
- Create plans to achieve goals
- Monitor progress toward achieving a goal and determine if they need to try a new strategy

ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Subjective evaluation of questions during lesson.
Summative	<ul style="list-style-type: none"> ● Evaluation of Unit Performance task
Benchmark / Common	<ul style="list-style-type: none"> ● None

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

Practice	Description
<i>Plan education and career paths aligned to personal goals.</i>	<i>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors,</i>

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	<i>mentors, and other experts to assist in the planning and execution of career and personal goals.</i>
<i>Brainstorming can create new, innovative ideas.</i>	<i>Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.</i>
CAREERS ASSOCIATED WITH THIS UNIT	
<ul style="list-style-type: none"> • None. 	
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>	
<i>Encourage the idea that all students are entitled to a safe, welcoming, and inclusive physical environment, regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i>	
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>	
<i>Self-Awareness</i>	
<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<i>Self-Management</i>	
<ul style="list-style-type: none"> • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
<i>Social Awareness</i>	
<ul style="list-style-type: none"> • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	
<i>Relationship Skills</i>	
<ul style="list-style-type: none"> • Identify who, when, where, or how to seek help for oneself or others when needed 	

Hillsborough Township Public Schools Curriculum Map

Course Title: School Counseling

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

- Grade 5 Book Recommendations:
 - *Author: A True Story*, Helen Lester
 - *The Book of Mistakes*, Corinna Luyken
 - *Fish in a Tree*, Lynda Mullaly Hunt
 - *Full of Beans*, Jennifer L. Holm
 - *Full Cicada Moon*, Marilyn Hilton
 - *How to Do Homework Without Throwing Up*, Trevor Romain
 - *What Do You Do with a Problem?*, Kobi Yamada
 - *What Do You Do with an Idea?*, Kobi Yamada
 - *Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions*, Chris Barton
 - *Your Fantastic Elastic Brain*, JoAnn Deak
- Grade 6 Book Recommendations: Fiction
 - *American Born Chinese*, Gene Luen Yang
 - *The Book Thief*, Markus Zusak
 - *Bridge to Terabithia*, Katherine Paterson
 - *The Fault in Our Stars*, John Green
 - *Hatchet*, Gary Paulsen
 - *Holes*, Louis Sachar
 - *I'm Just Me*, M.G. Higgins
 - *Island of the Blue Dolphins*, Scott O'Dell
 - *Jumped In*, Patrick Flores-Scott
 - *Lily and Dunkin*, Donna Gephart
 - *Locomotion*, Jacqueline Woodson
 - *Mockingbird*, Kathryn Erskine
 - *The Watsons Go to Birmingham—1963*, Christopher Paul Curtis
- Grade 6 Book Recommendations: Nonfiction
 - *Answering the Cry for Freedom: Stories of African Americans and the American Revolution*, Gretchen Woelfle
 - *The Diary of a Young Girl*, Anne Frank

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- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Malala Yousafzai
- *Mo'ne Davis: Remember My Name*, Mo'ne Davis
- *Outcasts United*, Warren St. John

UNIT OF STUDY	Recognizing Bullying and Harassment - 6th Grade ONLY
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are the most common types of bullying? ● What is the difference between bullying and joking around? ● How can I respond to online bullying? ● What is the difference between a bystander and an upstander? ● How do I become an upstander? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Mean and bullying behaviors hurt everyone and impact the ability to feel safe and respected ● Recognizing common bullying behaviors and types of bullying are the first steps in stopping it ● Bullying impacts everyone, even when it doesn't happen directly to them ● There are many different ways to be an upstander and help stop bullying 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Recognize common types of bullying ● Understand the potential negative impacts of bullying by taking the perspective of targets and bystanders ● Assess the risks and benefits of using different upstander strategies to respond to bullying under various circumstances ● Be an upstander by making a responsible decision in bullying situations 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Subjective evaluation of questions during lesson.
Summative	<ul style="list-style-type: none"> ● Evaluation of Unit Performance task
Benchmark / Common	<ul style="list-style-type: none"> ● None
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	

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<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • None. 	
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS	
<i>Must include the standard # & verbiage</i>	
9.1-Personal Financial Literacy	
<ul style="list-style-type: none"> • None. 	
9.2-Career Awareness, Exploration, Preparation, and Training	
<ul style="list-style-type: none"> • None. 	
9.4-Life Literacies & Key Skills	
<p><i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i></p>	
Practice	Description
<p><i>Act as a responsible and contributing community member and employee.</i></p>	<p><i>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</i></p>
<p><i>Individuals from different cultures may have different points of view and experiences.</i></p>	<p><i>To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich</i></p>

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	<i>histories and multitude of languages of other nations and cultures.</i>
<i>Consider the environmental, social and economic impacts of decisions.</i>	<i>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</i>
<i>Individuals should practice safe behaviors when using the Internet.</i> <i>Digital communities allow for social interactions that can result in positive or negative outcomes.</i>	<i>6th Grade: Responding to Online Bullying (Lesson 10)</i>
CAREERS ASSOCIATED WITH THIS UNIT	
<ul style="list-style-type: none"> • None. 	
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS	
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>	
<i>Encourage the idea that all students are entitled to a safe, welcoming, and inclusive physical environment, regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i>	
SOCIAL EMOTIONAL LEARNING CONNECTIONS	
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>	
<i>Self-Awareness</i>	
<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
<i>Self-Management</i>	
<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors 	

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Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

- Book Recommendations (fiction):
 - *Holes*, Louis Sachar
 - *I'm Just Me*, M.G. Higgins
 - *Lily and Dunkin*, Donna Gephart
 - *The Outsiders*, S.E. Hinton
 - *The Watsons Go to Birmingham—1963*, Christopher Paul Curtis
- Book Recommendations (nonfiction)
 - *Cyberbullying*, Lucia Raatma
 - *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Malala Yousafzai
 - *Outcasts United*, Warren St. John
 - *Smile*, Raina Telgemeier

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UNIT OF STUDY	Emotion Management - 5th Grade ONLY
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What causes strong emotions in me? ● What is stress, and what causes it? ● How can I manage strong emotions in the moment? ● What can I change in order to handle a strong emotion? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Emotions give us information about what we want or need ● Recognizing when strong emotions happen to us the most helps us calm down faster ● Stressful situations can be handled better when I can recognize them first ● Recognizing what recurring situations evoke strong emotions help me be able to adapt to stressful situations and manage those strong emotions 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Describe a recurring situation in which they typically feel a strong emotion ● Recognize what they can and cannot change about recurring situations in which they typically feel strong emotions ● Describe changes they will make to manage strong emotions the next time the situation occurs 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Subjective evaluation of questions during lesson.
Summative	<ul style="list-style-type: none"> ● Evaluation of Unit Performance task
Benchmark / Common	<ul style="list-style-type: none"> ● None
NEW JERSEY STUDENT LEARNING STANDARDS <u>(NJSL)</u> <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● None 	
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>	
9.1-Personal Financial Literacy	
<ul style="list-style-type: none"> ● None. 	

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9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • None.
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<p><i>Encourage the idea that all students are entitled to a safe, welcoming, and inclusive physical environment, regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i></p>
SOCIAL EMOTIONAL LEARNING CONNECTIONS
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior
Self-Management
<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
Social Awareness
<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others
Relationship Skills
<ul style="list-style-type: none"> • Identify who, when, where, or how to seek help for oneself or others when needed
Responsible Decision-Making
<ul style="list-style-type: none"> • None
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none"> • Accommodations for all subject areas may be viewed here.
RESOURCES – <i>Cited</i> print and electronic sources

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Course Title: School Counseling

- Second Step Extension Activities
- 5th Grade Book Recommendations:
 - *El Deafo*, Cece Ball
 - *The Girl Who Drank the Moon*, Kelly Barnhill
 - *I Can Make This Promise*, Christine Day
 - *Inside Out & Back Again*, Thanhha Lai
 - *Janna and the Kings*, Patricia Smith
 - *Just My Luck*, Cammie McGovern
 - *Ramona Quimby, Age 8*, Beverly Cleary
 - *A Wrinkle in Time*, Madeline L'Engle
 - *The Year of Billy Miller*, Kevin Henkes
 - *Zen Shorts*, Jon J. Muth

Hillsborough Township Public Schools Curriculum Map
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UNIT OF STUDY	Empathy and Kindness - 5th Grade ONLY
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • What is empathy and what does it help us do? • What are some problems people face in the community? • What can I gain from understanding someone else’s point of view, and what can they gain from understanding mine? • How can I begin to evaluate solutions to community problems? • How do these solutions meet the wants and needs of the people affected by the community problem? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Empathy leads to understanding of community problems • Asking questions can help to determine how someone else feels and identify something they might need • Asking questions to understand another's point of view is an important part of community building 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Identify a potential solution to address a community problem • Explain how a solution meets the wants and needs of people affected by a community problem 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • None
Formative	<ul style="list-style-type: none"> • Subjective evaluation of questions during lesson.
Summative	<ul style="list-style-type: none"> • Evaluation of Unit Performance task
Benchmark / Common	<ul style="list-style-type: none"> • None
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • None. 	
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>	
9.1-Personal Financial Literacy	
<ul style="list-style-type: none"> • None. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: School Counseling

9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • None.
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<i>Encourage the idea that all students are entitled to a safe, welcoming, and inclusive physical environment, regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i>
SOCIAL EMOTIONAL LEARNING CONNECTIONS
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management
<ul style="list-style-type: none"> • None
Social Awareness
<ul style="list-style-type: none"> • Demonstrate an awareness of the expectations for social interactions in a variety of settings
Relationship Skills
<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others • Identify who, when, where, or how to seek help for oneself or others when needed
Responsible Decision-Making
<ul style="list-style-type: none"> • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none"> • Accommodations for all subject areas may be viewed here.

Hillsborough Township Public Schools Curriculum Map
Course Title: School Counseling

RESOURCES – *Cited print and electronic sources*

- Book Recommendations:
 - *Aani and the Tree Huggers*, Jeannine Atkins
 - *Big Nate Lives it Up*, Lincoln Pierce
 - *Charlie Bumpers vs. Teacher of the Year*, Bill Harley
 - *The Day You Begin*, Jacqueline Woodson
 - *Fish in a Tree*, Lynda Mullaly Hunt
 - *Just My Luck*, Cammie McGovern
 - *Ms. Bixby's Last Day*, John David Anderson
 - *The One and Only Ivan*, Katherine Applegate
 - *The Proudest Blue*, Ibtihaj Muhammed
 - *Same Sun Here*, Neela Vaswani & Silas House
 - *Sofia Valdez, Future Prez*, Andrea Beatty
 - *Twenty-Two Cents*, Paula Yoo
 - *Wish*, Barbara O'Connor
 - *Wishtree*, Katherine Applegate
 - *Wonder*, R.J. Palacio
 - *Zen Shorts*, Jon J. Muth
- Posters
- Parent Home Links
- Second Step Card Curriculum

Hillsborough Township Public Schools Curriculum Map
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UNIT OF STUDY	Thoughts, Emotions & Decisions - 6th Grade ONLY
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is the difference between a helpful and unhelpful thought? ● How do I recognize when I am feeling a strong emotion? ● Why do emotions matter? ● How do strong emotions affect my life? ● What strategies can I use to negate my strong emotions, and which ones work best for me? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Emotions help us make responsible decisions ● All emotions are okay ● Strong emotions make it harder for my brain to make responsible decisions ● It is important to find a strategy that works for me to handle my strong emotions ● It is important to know multiple coping strategies so I can use one that is appropriate for the situation I am in 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Assess when and why they are feeling a strong emotion ● Recognize that all emotions are okay, and that how they decide to respond can have positive or negative impacts on their lives ● Apply a strategy for emotion management that is best for them, based on context 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Subjective evaluation of questions during lesson.
Summative	<ul style="list-style-type: none"> ● Evaluation of Unit Performance task
Benchmark / Common	<ul style="list-style-type: none"> ● None
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● None. 	
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>	
9.1-Personal Financial Literacy	

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<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • None.
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<p><i>Encourage the idea that all students are entitled to a safe, welcoming, and inclusive physical environment, regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i></p>
SOCIAL EMOTIONAL LEARNING CONNECTIONS
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognize the impact of one’s feelings and thoughts on one’s own behavior
Self-Management
<ul style="list-style-type: none"> • None
Social Awareness
<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings
Relationship Skills
<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others
Responsible Decision-Making
<ul style="list-style-type: none"> • Evaluate personal, ethical, safety, and civic impact of decisions

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MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

- Second Step Extension Activities
- Fiction Book Recommendations
 - *American Born Chinese*, Gene Luen Yang
 - *The Book Thief*, Markus Zusak
 - *Bridge to Terabithia*, Katherine Paterson
 - *Hatchet*, Gary Paulsen
 - *Holes*, Louis Sachar
 - *I'm Just Me*, M.G. Higgins
 - *Island of the Blue Dolphins*, Scott O'Dell
 - *Jumped In*, Patrick Flores-Scott
 - *Lily and Dunkin*, Donna Gephart
 - *Locomotion*, Jaqueline Woodson
 - *Mockingbird*, Kathryn Erskine
 - *The Outsiders*, S.E. Hinton
 - *The Watsons Go to Birmingham–1963*, Christopher Paul Curtis
- Nonfiction Book Recommendations
 - *Cyberbullying*, Lucia Raatma
 - *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Malala Yousafzai
 - *Mo'ne Davis: Remember My Name*, Mo'ne Davis
 - *Outcasts United*, Warren St. John
 - *Smile*, Raina Telgemeier

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UNIT OF STUDY	Problem-Solving/Managing Relationships & Social Conflict
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are the appropriate steps to problem solving? ● Why is it important to look at another person’s point of view when dealing with conflict? ● How does growing up affect my personal relationships, and how can I use that to deal with conflict in an appropriate way? ● What actions or words will make a conflict better or worse? ● How can I find the best solution to a conflict? ● How can I find the best way to make amends after a conflict? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Problem-solving can be achieved as part of a process (STEP) ● Empathy and perspective-taking are two essential skills to solving problems and dealing with conflict ● Problems should always be solved with respectful language ● Finding many solutions to a problem helps us pick the one that will work best for all involved ● Making amends after a conflict and solutions to problems should be meaningful and restorative for all parties involved 	
LEARNING TARGETS	
<p>5th Grade:</p> <ul style="list-style-type: none"> ● Say the problem in a way that is respectful of each person’s point of view ● Think of safe and respectful solutions that consider when and where to work on the problem, as well as who to involve ● Explore the outcomes of possible solutions by considering the points of view of everyone involved ● Pick a solution to an interpersonal problem that could work for everyone involved <p>6th Grade:</p> <ul style="list-style-type: none"> ● Recognize the difference between minor and major social conflicts ● Describe the different perspectives of the people involved in a conflict ● Apply the four-step conflict resolution process ● Identify ways to make amends after a social conflict 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None

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Formative	<ul style="list-style-type: none"> ● Subjective evaluation of questions during lesson.
Summative	<ul style="list-style-type: none"> ● Evaluation of Unit Performance task
Benchmark / Common	<ul style="list-style-type: none"> ● None
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● None. 	
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>	
9.1-Personal Financial Literacy	
<ul style="list-style-type: none"> ● None. 	
9.2-Career Awareness, Exploration, Preparation, and Training	
<ul style="list-style-type: none"> ● None. 	
9.4-Life Literacies & Key Skills	
<p><i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i></p>	
Disciplinary Concept	Description
<p><i>Brainstorming can create new, innovative ideas.</i></p> <p><i>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</i></p> <p><i>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to</i></p>	<p><i>Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.</i></p>

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<p><i>the development of creativity and innovation.</i></p>	
<p><i>Demonstrate creativity and innovation.</i></p>	<p><i>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</i></p>
<p><i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><i>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</i></p>
<p><i>Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</i></p> <p><i>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</i></p>	<p><i>Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.</i></p>
<p><i>Individuals from different cultures may</i></p>	<p><i>To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are</i></p>

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<p><i>have different points of view and experiences.</i></p> <p><i>Culture and geography can shape an individual's experiences and perspectives.</i></p>	<p><i>influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.</i></p>
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CAREERS ASSOCIATED WITH THIS UNIT

- None.

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

Encourage the idea that all students are entitled to a safe, welcoming, and inclusive physical environment, regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

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Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

- 5th Grade Book Recommendations:
 - *Adrian Simcox Does Not Have a Horse*, Marcy Campbell
 - *Big Nate Lives it Up*, Lincoln Pierce
 - *I Can Make This Promise*, Christine Day
 - *El Deafo*, Cece Ball
 - *Full Cicada Moon*, Marilyn Hilton
 - *Hello, Universe*, Erin Entrada Kelly
 - *The Magnificent Mya Tibbs: Spirit Week Showdown*, Crystal Allen
 - *My Secret Bully*, Trudy Ludwig
 - *Real Friends*, Shannon Hale
 - *Wings*, Christopher Myers
 - *Wonder*, R.J. Palacio
 - *A Wrinkle in Time*, Madeline L'Engle
- 6th Grade Fiction Book Recommendations:
 - *American Born Chinese*, Gene Luen Yang
 - *The Book Thief*, Markus Zusak
 - *Bridge to Terabithia*, Katherine Peterson
 - *The Fault in Our Stars*, John Green
 - *Hatchet*, Gary Paulsen
 - *Holes*, Louis Sachar
 - *I'm Just Me*, M.G. Higgins
 - *Island of the Blue Dolphins*, Scott O'Dell
 - *Jumped In*, Patrick Flores-Scott
 - *Lily and Dunkin*, Donna Gephart
 - *Locomotion*, Jacqueline Woodson
 - *Mockingbird*, Kathryn Erskine
 - *The Outsiders*, S.E. Hinton

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- *The Watsons Go to Birmingham—1963*, Christopher Paul Curtis
- 6th Grade Nonfiction Book Recommendations:
 - *Answering the Cry for Freedom: Stories of African Americans and the American Revolution*, Gretchen Woelfle
 - *Cyberbullying*, Lucia Raatma
 - *The Diary of a Young Girl*, Anne Frank
 - *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Malala Yousafzai
 - *Outcasts United*, Warren St. John
 - *Smile*, Raina Telgemeier
- Posters
- Parent Home Link Sheets