



# HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

## Office of Curriculum and Instruction

### PROGRAM MAP

<b>DEPARTMENT</b>	School Counseling	
<b>GRADE BAND</b>	✓	PreK-4
<b>LAST REVISION DATE</b>	June 2023	
<b>BOE APPROVAL DATE</b>	July 17, 2023	

### DEPARTMENT OVERVIEW

#### 2019 ASCA National Model Aligned with MTSS

**Across all Tiers, School Counselors:**

- **DEFINE** MTSS and SC program:
  - Grounded in *Mindsets & Behaviors* and professional standards
- **MANAGE** MTSS and SC program:
  - Belief, vision, mission, goals
  - Program planning tools
  - Data and action plans
- **DELIVER** prevention and intervention activities that are:
  - Culturally-responsive
  - Evidence-based
  - Focused on *academic, career and social/emotional domains*
- **ASSESS** MTSS and SC programs:
  - Program/SC assessment & appraisal
- Incorporate **ASCA THEMES**:
  - Collaboration
  - Leadership
  - Advocacy
  - Systemic Change

@SchCouns4MTSS

**Tier 3: Indirect Services for FEW**  
Chronic, complex needs;  
Consult & collaborate;  
Wrap-around support;  
Facilitate referrals

**Tier 2: Direct & Indirect Services for SOME**  
Individual/small group counseling, instruction, appraisal & advisement;  
Consult and collaborate with teachers/staff, parents and community providers

**Tier 1 Direct & Indirect Prevention for ALL**  
School counseling classroom instruction (lessons);  
Large group/school-wide activities & initiatives;  
Student appraisal & advisement;  
Staff & family training/workshops;  
Community partnerships

**Based on:**  
Goodman-Scott, Betters-Bubon & Donohue (2016)  
*Professional School Counseling*  
The ASCA National Model (2019)

For more information (Routledge, 2019):

*The Elementary 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 global citizen 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**

<b>ASCA Mindset and Behaviors</b> <a href="#">ASCA PDF</a> (copy attached)	<b>Objectives/Activities</b>	<b>Assessment/Evaluation</b>
<p><b>Mindsets:</b>  <b>M 1.</b> <i>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</i>  <b>M 2.</b> <i>Sense of acceptance, respect, support and inclusion for self and others in the school environment</i>  <b>M 5.</b> <i>Belief in using abilities to their fullest to achieve high-quality results and outcomes</i></p> <p><b>Behaviors:</b>  <b>B-LS 1.</b> <i>Critical thinking skills to make informed decisions</i>  <b>B-LS 3.</b> <i>Time-management, organizational and study skills</i>  <b>B-LS 7.</b> <i>Long- and short-term academic, career and social/emotional goals</i>  <b>B-LS 9.</b> <i>Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</i>  <b>B-SMS 1.</b> <i>Responsibility for self and actions</i>  <b>B-SMS 6.</b> <i>Ability to identify and</i></p>	<p><i>Individual student meetings by request, referral or otherwise needed (social, emotional, academic support) to develop skills and strategies related to:</i>  <i>Emotion Regulation &amp; 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>overcome barriers</p> <p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills</p> <p><b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p><b>B-SS 3.</b> Positive relationships with adults to support success</p> <p><b>B-SS 4.</b> Empathy</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility</p> <p><b>B-SS 6.</b> Effective collaboration and cooperation skills</p> <p><b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups</p> <p><b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment</p>		
<p><b>Mindsets:</b></p> <p><b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p><b>M 4.</b> Self-confidence in ability to succeed</p> <p><b>Behaviors:</b></p> <p><b>B-SMS 6.</b> Ability to identify and overcome barriers</p> <p><b>B-SMS 7.</b> Effective coping skills</p> <p><b>B-SMS 9.</b> Personal safety skills</p>	<p>Risk Assessments</p>	<p>Student safety/behaviors, Stakeholder feedback</p>
<p><b>Mindsets:</b></p> <p><b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p><b>M 4.</b> Self-confidence in ability to succeed</p> <p><b>Behaviors:</b></p>	<p>Re-entry and Safety Plans</p>	<p>Student safety/behaviors, teacher feedback</p>

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

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

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<p><i>fullest to achieve high-quality results and outcomes</i></p> <p><b>Behaviors:</b>  <b>B-LS 1.</b> Critical thinking skills to make informed decisions  <b>B-LS 3.</b> Time-management, organizational and study skills  <b>B-LS 7.</b> Long- and short-term academic, career and social/emotional goals  <b>B-LS 10.</b> Participation in enrichment and extracurricular activities  <b>B-SMS 1.</b> Responsibility for self and actions  <b>B-SMS 4.</b> Delayed gratification for long-term rewards  <b>B-SMS 8.</b> Balance of school, home and community activities  <b>B-SS 6.</b> Effective collaboration and cooperation skills  <b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary  <b>B-SS 10.</b> Cultural awareness, sensitivity and responsiveness</p>		
<p><b>Mindsets:</b>  <b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  <b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment  <b>M 3.</b> Positive attitude toward work and learning  <b>M 4.</b> Self-confidence in ability to succeed  <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Behaviors:</b>  <b>B-LS 2.</b> Creative approach to learning, tasks and problem solving  <b>B-LS 4.</b> Self-motivation and self-direction for learning  <b>B-LS 7.</b> Long- and short-term academic, career and social/emotional goals  <b>B-LS 9.</b> Decision-making informed by gathering evidence, getting others' perspectives and recognizing</p>	<p><i>Student Support and Advocacy in CST Meetings and/or teacher meetings</i></p>	<p><i>Stakeholder feedback</i></p>

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<p><i>personal bias</i></p> <p><b>B-SMS 1.</b> Responsibility for self and actions</p> <p><b>B-SMS 2.</b> Self-discipline and self-control</p> <p><b>B-SMS 3.</b> Independent work</p> <p><b>B-SMS 6.</b> Ability to identify and overcome barriers</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change</p> <p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills</p> <p><b>B-SS 3.</b> Positive relationships with adults to support success</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility</p> <p><b>B-SS 6.</b> Effective collaboration and cooperation skills</p>		
<p><b>Mindsets:</b></p> <p><b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p><b>M 3.</b> Positive attitude toward work and learning</p> <p><b>M 4.</b> Self-confidence in ability to succeed</p> <p><b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Behaviors:</b></p> <p><b>B-LS 2.</b> Creative approach to learning, tasks and problem solving</p> <p><b>B-LS 3.</b> Time-management, organizational and study skills</p> <p><b>B-LS 4.</b> Self-motivation and self-direction for learning</p> <p><b>B-LS 5.</b> Media and technology skills to enhance learning</p> <p><b>B-LS 7.</b> Long- and short-term academic, career and social/emotional goals</p> <p><b>B-SMS 3.</b> Independent work</p> <p><b>B-SMS 6.</b> Ability to identify and overcome barriers</p> <p><b>B-SMS 7.</b> Effective coping skills</p> <p><b>B-SS 1.</b> Effective oral and written communication skills and listening</p>	<p><i>I&amp;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>skills <b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary</p>		
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<p><b>TIER 2 SMALL GROUP DIRECT SERVICES</b></p>		
<p><b>ASCA Mindsets and Behaviors</b> <a href="#">ASCA PDF</a> (copy attached)</p>	<p><b>Objectives/Activities</b></p>	<p><b>Assessment/Evaluation</b></p>



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<p><b>TIER 1 SCHOOL-WIDE INDIRECT SERVICES</b></p>		

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<p><b>ASCA Mindsets and Behaviors</b>  <a href="#">ASCA PDF</a>                      (copy attached)</p>	<p><b>Objectives/Activities</b></p>	<p><b>Assessment/Evaluation</b></p>
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<p><b>Mindsets:</b>  <b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  <b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment</p>	<p><i>Parent Education - Various relevant topics</i></p>	<p><i>Stakeholder feedback</i></p>

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<p><b>M 3.</b> Positive attitude toward work and learning  <b>M 4.</b> Self-confidence in ability to succeed  <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Behaviors:</b>  <b>B-LS 3.</b> Time-management, organizational and study skills  <b>B-LS 4.</b> Self-motivation and self-direction for learning  <b>B-SMS 1.</b> Responsibility for self and actions  <b>B-SMS 2.</b> Self-discipline and self-control  <b>B-SMS 3.</b> Independent work  <b>B-SMS 5.</b> Perseverance to achieve long and short-term goals  <b>B-SMS 6.</b> Ability to identify and overcome barriers  <b>B-SMS 7.</b> Effective coping skills  <b>B-SMS 8.</b> Balance of school, home and community activities  <b>B-SS 1.</b> Effective oral and written communication skills and listening skills  <b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them  <b>B-SS 3.</b> Positive relationships with adults to support success  <b>B-SS 4.</b> Empathy  <b>B-SS 5.</b> Ethical decision-making and social responsibility  <b>B-SS 6.</b> Effective collaboration and cooperation skills  <b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary</p>		
N/A	School-climate surveys - deliver, analyze data, report	N/A
N/A	Teacher collaboration & support	Teacher feedback
<b>TIER 1 SCHOOL-WIDE DIRECT SERVICES</b>		
<p><b>ASCA Mindsets and Behaviors</b>  <a href="#">ASCA PDF</a></p>	<b>Objectives/Activities</b>	<b>Assessment/Evaluation</b>

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<i>(copy attached)</i>		
<p><b>Mindsets:</b>  <b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  <b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p><b>Behaviors:</b>  <b>B-LS 1.</b> Critical thinking skills to make informed decisions  <b>B-SMS 1.</b> Responsibility for self and actions  <b>B-SMS 2.</b> Self-discipline and self-control  <b>B-SMS 9.</b> Personal safety skills  <b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them  <b>B-SS 4.</b> Empathy  <b>B-SS 5.</b> Ethical decision-making and social responsibility  <b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary  <b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment  <b>B-SS 10.</b> Cultural awareness, sensitivity and responsiveness</p>	<p><i>HIB Interventions</i></p>	<p><i>Administration feedback</i></p>
<p><b>Mindsets:</b>  <b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  <b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment  <b>M 3.</b> Positive attitude toward work and learning  <b>M 4.</b> Self-confidence in ability to succeed  <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Behaviors:</b>  <b>B-SMS 1.</b> Responsibility for self and actions</p>	<p><i>PBIS - Monthly Character Education Assemblies and Activities (vary by school) &amp; other Assemblies</i></p> <p><i>Morning announcements to reinforce PBIS and other activities, Week of Respect Activities, Red Ribbon Week Activities, National School Counselor Week Activities, Spirit Days</i></p>	<p><i>Survey data, Stakeholder feedback, Student behaviors</i></p>

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**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 8.** Balance of school, home and community activities  
**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 5.** Ethical decision-making and social responsibility  
**B-SS 6.** Effective collaboration and cooperation skills  
**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary

**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. Special units of study are based on themes of anti-bullying and child protection (abuse, safe touch).**

**Unit 1: Growth Mindset and Goal Setting - Skills for Learning**

- Pre-K (Skills for Learning) - Children gain skills to help them be better learners, including how to focus their attention, listen carefully, and ask for help.
  - Lesson 1: Welcoming/Listening/Focusing Attention
  - Lesson 2: Self-Talk/Following Directions/Asking for What You Need
- Kindergarten - Students learn how to develop a growth mindset and apply it to the task of paying attention.
  - Lesson 1: We Watch, We Listen, We Think/Why We Pay Attention
  - Lesson 2: Mistakes Are Okay/Practice Makes Better
- 1st Grade - Students learn how to develop a growth mindset and apply it to the task of paying attention.
  - Lesson 1: Time to Pay Attention/Everyone Gets Distracted
  - Lesson 2: Practice in Perseverance (You Did It!)/Helpful Thoughts

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- 2nd Grade - *Students learn how to develop a growth mindset and use helpful thoughts to persevere through challenges.*
  - Lesson 1: How to Get Good at Something/What Mistakes Tell Us
  - Lesson 2: Helpful and Unhelpful Thoughts/We Can Change Our Thoughts
- 3rd Grade - *Students learn how to develop a growth mindset and make an effective plan for how to get better at a skill.*
  - Lesson 1: Changing Your Brain
  - Lesson 2: Getting Better with Practice/More Than Practice
- 4th Grade - *Students learn how to develop a growth mindset and apply strategies to make effective plans to reach goals.*
  - Lesson 1: Setting a Good Goal/Making a Plan
  - Lesson 2: Checking Our Progress/Reflecting On Our Journey

#### **Special Unit: Anti-Bullying**

- Kindergarten - 3rd Grade: *Students will learn that bullying is not safe, respectful or kind. It is against the rules. Students will learn how to recognize bullying, differentiate between tattling and reporting, and how to identify and report bullying or mean behaviors to a caring adult. Students will learn to apply assertiveness skills to refuse and understand how bystanders can help stop bullying. Students will practice demonstrating skills in response to scenarios.*
  - Lesson 1: Recognizing and Reporting Bullying
  - Lesson 2: Refusing Bullying & Bystander Power
- 4th Grade - *Students will review the skills learned in previous grades. Students will develop the understanding that bullying is different from conflict, recognize different forms of bullying behaviors, how to refuse in different ways, identify different ways bystanders can help/or make a bullying problem worse, recognize different forms of cyber bullying, how cyberbullying can be more harmful, and demonstrate ways to stand up for a person being cyber bullied.*
  - Lesson 1: Recognize, Refuse, Report & Bystander Power
  - Lesson 2: Bystander Responsibility & Cyber Bullying

#### **Unit 2: Emotion Management**

- Pre-K - *Children learn how to calm down when they have strong feelings, such as worry or anger.*
  - Lesson 1: We Feel Feelings in Our Bodies/Strong Feelings
  - Lesson 2: Naming Feelings/Managing Disappointment/Managing Anger
  - Lesson 3: Managing Waiting
- Kindergarten - *Students learn how to identify emotions in themselves and others and apply strategies to manage their emotions.*
  - Lesson 1: Sometimes We Feel Happy/Sometimes We Feel Sad

## Hillsborough Township Public Schools Curriculum Map

### Course Title: School Counseling

- Lesson 2: Sometimes We Feel Mad/We Can Calm Down
- Lesson 3: Performance Task: What Are They Feeling?
- 1st Grade - *Students learn how to identify emotions in themselves and others and apply strategies to manage their emotions.*
  - Lesson 1: Noticing Feelings/Sometimes We Feel Worried
  - Lesson 2: Feeling Calm/Feeling Frustrated
  - Lesson 3: Performance Task: Noticing Clues
- 2nd Grade - *Students learn how to identify emotions in themselves and others and apply strategies to manage their emotions.*
  - Lesson 1: Feeling Proud/Feeling Disappointed
  - Lesson 2: Help Yourself Feel Better/Different Feelings
  - Lesson 3: Performance Task: How Do You Feel?
- 3rd Grade - *Students learn how to identify emotions in themselves and others and apply strategies to manage their emotions.*
  - Lesson 1: Why Emotions?
  - Lesson 2: How Angry?/Take a Break
  - Lesson 3: How Happy?/Performance Task: Strength of Feelings
- 4th Grade - *Students learn how to identify emotions in themselves and others and apply strategies to manage their emotions.*
  - Lesson 1: The Balanced Brain/What is Rethinking?
  - Lesson 2: How to Rethink/Take Another Look
  - Lesson 3: Performance Task: Rethink It!

#### **Special Unit: Child Protection Unit**

- Kindergarten - 3rd Grade: *Students will learn three types of safety skills: personal safety, touching safety, and assertiveness. Students will learn important safety rules, such as safety with guns, sharp tools, fire, and when riding on wheels or in cars. Students will learn how to decide what is safe and unsafe. They will also learn about safe, unsafe, and unwanted touches, as well as rules about touching private body parts. They will learn to say no to unsafe or unwanted touches, and to tell an adult if someone breaks rules about touching private body parts. Students will learn how to ask an adult for help, how to tell an adult about an unsafe situation, and being assertive to get out of unsafe situations.*
  - Lesson 1: Ways to Stay Safe/Always Ask First
  - Lesson 2: Safe, Unsafe, and Unwanted Touches
  - Lesson 3: The Touching Rule/Review
- 4th Grade - *Students will review skills learned in previous grades. Students will also be able to identify how to keep themselves or others (such as younger siblings or other peers) safe in situations where there may not be adults around. Students also delve deeper into parts of the private body parts rule, will be able to recognize abusive*

**Hillsborough Township Public Schools Curriculum Map**  
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*situations and will learn the words to use when refusing and reporting unsafe/unwanted touches or a broken private body parts rule.*

- Lesson 1: Keeping Yourself Safe/Always Ask First
- Lesson 2: Unsafe and Unwanted Touches
- Lesson 3: Private Body Parts Rule/Review

**Unit 3: Empathy & Kindness**

- *Pre-K - Children learn to identify and understand their own and others' feelings. Children also learn how to show care for others.*
  - Lesson 1: Identifying Feelings/Identifying Anger/Same or Different Feelings
  - Lesson 2: Accidents/Caring and Helping
  
- *Kindergarten - Students learn how to recognize and demonstrate kind acts.*
  - Lesson 1: We Can Be Kind/Why Kindness?
  - Lesson 2: Showing Kindness/Kindness at School
  
- *1st Grade - Students explore the value of kindness and learn how to recognize and demonstrate kindness across varied situations.*
  - Lesson 1: The Power of Kind Acts/Ways to Be Kind
  - Lesson 2: Offering Kind Acts/Practicing Kind Acts
  
- *2nd Grade - Students learn how to use empathy to show others kindness.*
  - Lesson 1: What's Empathy?/Empathy in Action
  - Lesson 2: Having Empathy/Empathy at School
  
- *3rd Grade - Students learn how to use kindness to make and maintain friendships.*
  - Lesson 1: Kindness and Friendship/Building a Friendship
  - Lesson 2: My Kind of Kindness/Asking Questions
  
- *4th Grade - Students identify and demonstrate how perspective-taking skills influence empathy, their relationships, and their own thoughts and actions.*
  - Lesson 1: The Same, But Different/Ask, Listen, Learn
  - Lesson 2: Seeing It Differently/Changing Your Mind

**Unit 4: Problem-Solving**

- *Pre-K - Children learn how to make and keep friends and to solve problems with others in a positive way.*
  - Lesson 1: Fair Ways to Play/Having Fun With Friends
  - Lesson 2: Inviting to Play/Joining In with Play
  - Lesson 3: Saying the Problem/Thinking of Solutions/Speaking Up Assertively
  
- *Kindergarten - Students learn how to apply their emotion management and communication skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.*
  - Lesson 1: We Can Say the Problem/Ready to Solve Problems



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- Lesson 2: Apologizing Can Help/Taking Turns and Sharing
- Lesson 3: Performance Task: We Can Solve Problems
  
- 1st Grade - *Students learn how to apply their emotion management and communication skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.*
  - Lesson 1: How to Say the Problem/Was it an Accident?
  - Lesson 2: Ask for What You Need/We Can Make it Better
  - Lesson 3: Performance Task: Solving Problems
  
- 2nd Grade - *Students learn how to apply their emotion management and communication skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.*
  - Lesson 1: The Way to Say a Problem
  - Lesson 2: Thinking of Solutions/Which Solution?
  - Lesson 3: What Would I Want/Performance Task: Be a Problem-Solver
  
- 3rd Grade - *Students learn how to apply their emotion management, communication, and empathy skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.*
  - Lesson 1: STEP by Step
  - Lesson 2: S: Say the Problem/T: Think and E: Explore
  - Lesson 3: P: Pick a Solution/Performance Task: Solving a Problem
  
- 4th 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: A Good Problem-Solver
  - Lesson 2: Saying it Respectfully/Exploring Outcomes
  - Lesson 3: A Good Solution/Performance Task: STEP into Problem-Solving

#### **AD HOC Lessons:**

- Kindergarten - 4th 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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**Course Title: School Counseling**

<b>UNIT OF STUDY</b>	Growth Mindset & Goal Setting
<b>PACING</b>	30 Days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"><li>● How and why do we pay attention?</li><li>● What can we do when we get distracted?</li><li>● What can we do to get better at a skill?</li><li>● How can we encourage ourselves and others to keep trying?</li><li>● How can we change our thoughts from unhelpful to helpful?</li><li>● How do we set a goal?</li><li>● How do we make a plan to achieve our goal and check our progress on that plan?</li></ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<p>Kindergarten:</p> <ul style="list-style-type: none"><li>● Paying attention, making mistakes, practicing skills and self-compassion are important components of the learning process</li></ul> <p>1st Grade:</p> <ul style="list-style-type: none"><li>● Paying attention, making mistakes, practicing skills and self-compassion are important components of the learning process</li><li>● When distracted there are behaviors that would help them pay attention</li><li>● Helpful thoughts can be used to help themselves keep trying</li></ul> <p>2nd Grade:</p> <ul style="list-style-type: none"><li>● Paying attention, making mistakes, practicing skills and self-compassion are important components of the learning process</li><li>● There are behaviors that can help them keep going when they get stuck or make mistakes</li><li>● There are helpful or unhelpful thoughts and they can replace unhelpful thoughts when having a hard time acquiring a new skill</li></ul> <p>3rd Grade:</p> <ul style="list-style-type: none"><li>● Brain changes occur when learning a new skill</li><li>● There is a connection between their own practice and effort and the changes that occur in their brain</li><li>● Planning and practice can help improve a skill</li></ul> <p>4th Grade:</p> <ul style="list-style-type: none"><li>● Setting a goal is an important part of the learning process</li><li>● Goals must be specific, challenging, and doable</li><li>● When making a plan to achieve a goal, it is important to be flexible</li><li>● Changing a plan is sometimes necessary to achieve an end goal</li></ul>	

**Hillsborough Township Public Schools Curriculum Map**  
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**LEARNING TARGETS**

Kindergarten:

- Name or show behaviors that help them pay attention (for example, turning toward the speaker, listening, watching, staying quiet)
- Suggest kind words to encourage themselves and others when they make a mistake
- Name “practice” and “keep trying” as ways to get better at something

1st Grade:

- Pay attention while learning something new (for example, turning towards the speaker, watching and listening carefully, not talking)
- Behave in ways that help them manage distractions (for example, changing places, taking deep breaths, reminding themselves to pay attention)
- Practice and try again in order to improve a new skill
- Use helpful thoughts to encourage themselves when they make a mistake

2nd Grade:

- Identify the benefit of making mistakes
- Identify strategies to use after making a mistake
- Identify helpful and unhelpful thoughts in a given context
- Replace unhelpful thoughts with helpful thoughts

3rd Grade:

- Name a repeated action they can do to practice a skill
- Identify who they can learn from or other ways they can try to learn a skill
- Explain what happens in their brain when they practice a skill

4th Grade:

- Set a group goal that is specific, challenging, and doable
- Make a plan to reach the group goal
- Evaluate progress toward reaching a group goal
- Identify roadblocks that may be getting in the way of achieving a group goal
- Make changes to overcome roadblocks
- Respond to reflection questions

**ASSESSMENTS**

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

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

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- 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**

**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, 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**

- 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](#)*

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*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 the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- 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***

- Demonstrate an awareness of the expectations for social interactions in a variety of settings (4th Grade)

***Relationship Skills***

- Identify who, when, where, or how to seek help for oneself or others when needed
- 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***

- K-2 Book Recommendations:
  - *Abracadabra! The Magic of Trying*, Maria Loretta Giraldo
  - *After the Fall (How Humpty Dumpty Got Back Up Again)*, Dan Santat
  - *Beautiful Oops*, Barney Saltzberg
  - *Can I Play Too?*, Mo Willems
  - *The Girl Who Never Made Mistakes*, Mark Pett
  - *It's Okay to Make Mistakes*, Todd Parr
  - *The Magical Yet*, Angela DiTerlizzi
  - *My Mouth is a Volcano*, Julia Cook

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- *When Sophie Thinks She Can't*, Molly Bang
- Grade 3-4 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
- Parent Home Links Sheets
- Second Step Card Curriculum

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<b>UNIT OF STUDY</b>	Anti-Bullying
<b>PACING</b>	30 Days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do rules help everyone feel safe and respected?</li> <li>● How does bullying impact the individuals involved and bystanders?</li> <li>● How does preventing or stopping bullying help everyone feel safe and respected?</li> <li>● How can assertiveness be used to refuse bullying?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Mean and bullying behaviors hurt everyone and impact the ability to feel safe and respected</li> <li>● When everyone follows the rules, everyone will feel safe and respected</li> <li>● Recognizing bullying behaviors is the first step in stopping it</li> <li>● Mean or bullying behaviors break the rules and should be reported to a caring adult</li> <li>● There is power as a bystander to stop bullying or make it worse</li> </ul>	
<b>LEARNING TARGETS</b>	
<p>Kindergarten-3rd Grade:</p> <ul style="list-style-type: none"> <li>● Recognize bullying</li> <li>● Identify caring adults to talk to report suspected bullying</li> <li>● Differentiate between tattling and reporting</li> <li>● Apply assertiveness skills</li> <li>● Define “bystander” and demonstrate how bystanders can help stop bullying</li> </ul> <p>4th Grade additional targets:</p> <ul style="list-style-type: none"> <li>● Understand how bystanders can be a part of the bullying problem</li> <li>● Understand how to recognize, refuse and report cyberbullying</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Subjective evaluation of questions during lesson</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Evaluation of Unit Performance task</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	

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**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**

**9.4-Life Literacies & Key Skills**

*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.*

<b>Practice</b>	<b>Description</b>
<i>Act as a responsible and contributing community member and employee.</i>	<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>
<i>Individuals from different cultures may have different points of view and experiences.</i>	<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 histories and multitude of languages of other nations and cultures.</i>
<i>Consider the environmental, social</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.</i>



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<i>and economic impacts of decisions.</i>	<i>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>
<p><i>Individuals should practice safe behaviors when using the Internet.</i></p> <p><i>Digital communities allow for social interactions that can result in positive or negative outcomes.</i></p>	4th Grade: Digital Citizenship
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>	
<p><i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i></p> <p><i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i></p>	
<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>	
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>	
<p><i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i></p>	
<b>Self-Awareness</b>	
<ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
<b>Self-Management</b>	
<ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> </ul>	
<b>Social Awareness</b>	
<ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>	

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- 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***

- Second Step Classroom Climate Games
- Book Recommendation:
  - *Noni Speaks Up*, Heather Hartt-Sussman
- Posters
- Parent Home Links Sheets

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<b>UNIT OF STUDY</b>	Emotion Management
<b>PACING</b>	30 Days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"><li>• How do emotions help us understand ourselves?</li><li>• What do emotions try to tell us?</li><li>• How can we tell how someone is feeling?</li><li>• How do we calm down?</li><li>• Why is calming down important?</li></ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"><li>• Emotions give us information about what we want or need</li><li>• Recognizing emotions in ourselves helps us calm down faster</li><li>• Calming down helps us think clearly</li><li>• Looking at facial expression, body language, and the situation at hand will help us tell how someone feels</li></ul>	
<b>LEARNING TARGETS</b>	
<i>Kindergarten - 1st Grade</i> <ul style="list-style-type: none"><li>• Name the emotion someone is feeling (happy, sad, mad) in a given situation</li><li>• Name at least one clue (looking at face or body, thinking about what's going on) they used to identify the emotion someone is feeling in a given situation</li><li>• Suggest slow breathing as a way to feel calm</li><li>• Demonstrate slow breathing</li></ul>	
<i>1st Grade (additional targets)</i> <ul style="list-style-type: none"><li>• Suggest strategies to feel calm (such as slow breathing, slow counting, or asking for help)</li><li>• Demonstrate slow breathing, slow counting, or asking for help</li></ul>	
<i>2nd Grade</i> <ul style="list-style-type: none"><li>• Identify what emotion they feel in the context of a scenario</li><li>• Explain the reasoning for their feelings in a given situation</li><li>• Identify a different feeling that someone else may have in the same situation</li><li>• Restate the reason someone else may feel differently than they do in the same situation</li></ul>	
<i>3rd Grade</i> <ul style="list-style-type: none"><li>• Explain the purpose of emotions</li><li>• Identify differences between three gradations of the same emotion</li><li>• Recall emotions have a purpose—emotions provide important information about what they may need</li></ul>	

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- Name an emotion-management strategy, including: taking a break, slow breathing, and slow counting

*4th Grade*

- Use helpful questions to think about new aspects of the situation
- Identify new ways to think about situations that could help them feel better
- Explain why it's important to calm strong emotions
- Describe the benefits of rethinking

**ASSESSMENTS**

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

**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**

- None.

**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.*

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**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

***Self-Management***

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Identify who, when, where, or how to seek help for oneself or others when needed

***Responsible Decision-Making***

- None.

**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
- K-2 Book Recommendations:
  - *A Bad Case of the Stripes*, David Shannon
  - *Big Feelings*, Andrea Penfold
  - *The Crocodile and the Dentist*, Taro Gomi
  - *The Rabbit Listened*, Cori Doerrfeld
  - *Being Edie is Hard Today*, Ben Brashares
  - *A Box of Butterflies*, Jo Rooks
  - *Egg*, Kevin Henkes
  - *Jabari Jumps*, Gaia Cornwall
  - *Ruby Finds a Worry*, Tom Percival
  - *Sadly Ever After*, Elise Allen
  - *When Sadness is at Your Door*, Eva Eland
- 3-4 Book Recommendations:
  - *El Deafo*, Cece Ball
  - *The Girl Who Drank the Moon*, Kelly Barnhill

## Hillsborough Township Public Schools Curriculum Map

### Course Title: School Counseling

- *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
- Posters
- Parent/Family Home Links
- Second Step Card Curriculum

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<b>UNIT OF STUDY</b>	Child Protection
<b>PACING</b>	30 Days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do we keep ourselves safe?</li> <li>● How do we recognize unsafe situations?</li> <li>● How do we refuse unsafe situations?</li> <li>● How do we report unsafe situations?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Recognizing unsafe situations keeps us safe</li> <li>● Unsafe situations should always be reported to an adult</li> <li>● You get to make choices about your own body and what touches you are comfortable with</li> <li>● Being assertive is an effective way to communicate your needs</li> </ul>	
<b>LEARNING TARGETS</b>	
<p>Kindergarten - 3rd grade:</p> <ul style="list-style-type: none"> <li>● Identify common safety rules (NeverNever Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</li> <li>● Recognize safe and unsafe situations</li> <li>● Demonstrate applying the Ways to Stay Safe in response to scenarios</li> <li>● Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule</li> <li>● Demonstrate following the Always Ask First Rule in response to scenarios</li> <li>● Identify the person they should ask first in response to scenarios</li> <li>● Demonstrate assertively saying who they should ask first in response to scenarios</li> <li>● Identify safe and unsafe touches</li> <li>● Refuse unsafe touches assertively in response to scenarios</li> <li>● Refuse unwanted touches assertively in response to scenarios</li> <li>● Identify private body parts</li> <li>● Identify the Touching Rule</li> <li>● Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule</li> <li>● Identify the Never Keep Secrets Rule</li> </ul> <p>4th Grade (additional goals):</p> <ul style="list-style-type: none"> <li>● Understand the difference between unsafe and unwanted touches</li> <li>● Identify and refuse unsafe and unwanted touches in response to scenarios</li> <li>● Understand all parts of the Private Body Parts Rule</li> <li>● Recognize when someone is breaking the Private Body Parts Rule</li> <li>● Report the broken Private Body Parts Rule in response to scenarios</li> <li>● Identify what people who break the Private Body Parts Rule do to keep it secret</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<b>ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Subjective evaluation of questions during lesson</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Evaluation of Unit Performance task</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	
<i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>• None.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b>	
<i>Must include the standard # &amp; verbiage</i>	
<b>9.1-Personal Financial Literacy</b>	
<ul style="list-style-type: none"> <li>• None.</li> </ul>	
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>	
<b>9.4-Life Literacies &amp; Key Skills</b>	
<i>Digital Citizenship (4th Grade)</i>	
<ul style="list-style-type: none"> <li>• <i>Individuals should practice safe behaviors when using the Internet.</i></li> <li>• <i>Digital communities allow for social interactions that can result in positive or negative outcomes.</i></li> <li>• <i>Digital tools have positively and negatively changed the way people interact socially.</i></li> </ul>	
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>	
<ul style="list-style-type: none"> <li>• None.</li> </ul>	
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>	
<i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i>	
<i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></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>	
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>	
<i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>	
<i>Self-Awareness</i>	



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<ul style="list-style-type: none"><li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul>
<b><i>Self-Management</i></b>
<ul style="list-style-type: none"><li>● None</li></ul>
<b><i>Social Awareness</i></b>
<ul style="list-style-type: none"><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>
<b><i>Relationship Skills</i></b>
<ul style="list-style-type: none"><li>● Utilize positive communication and social skills to interact effectively with others</li><li>● Identify ways to resist inappropriate social pressure</li><li>● Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>
<b><i>Responsible Decision-Making</i></b>
<ul style="list-style-type: none"><li>● Identify the consequences associated with one's actions in order to make constructive choices</li><li>● Evaluate personal, ethical, safety, and civic impact of decisions</li></ul>
<b>MODIFICATIONS/ACCOMMODATIONS - <i>ELL, Special Education, Gifted, At Risk of Failure, 504</i></b>
<ul style="list-style-type: none"><li>● Accommodations for all subject areas may be viewed <a href="#">here</a>.</li></ul>
<b>RESOURCES – <i>Cited print and electronic sources</i></b>
<ul style="list-style-type: none"><li>● Book Recommendations:<ul style="list-style-type: none"><li>○ <i>Don't Hug Doug: He Doesn't Like It</i>, Carrie Finison</li></ul></li><li>● Posters</li></ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<b>UNIT OF STUDY</b>	Empathy & Kindness
<b>PACING</b>	30 Days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"><li>● What is kindness and how do we show it to ourselves and others?</li><li>● How does kindness help us build relationships?</li><li>● What is empathy and how do we show it to others?</li><li>● How are empathy and kindness related?</li><li>● How do we understand someone else's feelings, perspective, or point of view when it is different from our own?</li></ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"><li>● Kind acts are important and help others feel good</li><li>● Kind acts build friendship</li><li>● Empathy leads to acts of kindness</li><li>● Kind acts are important in a school community and beyond</li><li>● Asking questions can help to determine how someone else feels and identify a kind act they might want</li><li>● Asking questions to understand another's point of view is an important part of empathy and relationship building</li></ul>	
<b>LEARNING TARGETS</b>	
Kindergarten - 1st Grade: <ul style="list-style-type: none"><li>● Suggest kind acts they can do for others at school in given scenarios</li><li>● Draw a kind act they have experienced at school, either as the giver or the receiver</li><li>● Suggest kind acts they can do for others in various contexts and given scenarios</li><li>● Demonstrate kind acts they can do for others in various contexts and given scenarios</li></ul>	
2nd Grade: <ul style="list-style-type: none"><li>● Be able to take the point of view of a specific person by thinking about how they might feel in a given situation</li><li>● Be able to generate ways of showing kindness in different situations</li></ul>	
3rd Grade: <ul style="list-style-type: none"><li>● Explain how empathy and kindness can help build friendships</li><li>● Identify acts of kindness for others by thinking about how another person feels and what they might want or need</li></ul>	
4th Grade: <ul style="list-style-type: none"><li>● Ask questions to learn about others' points of view</li><li>● Describe another person's point of view about a given question</li></ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

- Describe how taking someone else’s point of view could influence their own thinking or actions

**ASSESSMENTS**

**Pre-Assessment(s)**

- None

**Formative**

- Subjective evaluation of questions during lesson

**Summative**

- Evaluation of Unit Performance task

**Benchmark / Common**

- 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**

- None.

**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 the impact of one’s feelings and thoughts on one’s own behavior

Hillsborough Township Public Schools Curriculum Map  
Course Title: School Counseling

**Self-Management**

- None

**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

**Relationship Skills**

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

**Responsible Decision-Making**

- 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***

- Second Step Extension Activities
- K-2 Book Recommendations:
  - *All Are Welcome*, Alexandra Penfold
  - *Be Kind*, Pat Zietlow Miller
  - *The Breaking News*, Sarah Lynne Reul
  - *Come with Me*, Holly McGhee
  - *The Crocodile and the Dentist*, Taro Gomi
  - *Crunch, the Shy Dinosaur*, Cirocco Dunlap
  - *Don't Hug Doug: He Doesn't Like It*, Carrie Finison
  - *How Full is Your Bucket*, Tom Rath and Mary Reckmeyer
  - *The Invisible Boy*, Trudy Ludwig
  - *Just Ask!: Be Different, Be Brave, Be You*, Sonia Sotomayor
  - *Most People*, Michael Leannah
  - *Noni Speaks Up*, Heather Hartt-Sussman
  - *Not Your Typical Dragon*, Dan Bar-el
  - *A Sick Day for Amos McGee*, Phillip C. Stead
  - *Tiny T. Rex and the Impossible Hug*, Jonathan Stutzman
  - *You Matter*, Christian Robinson
- 3-4 Book Recommendations:
  - *Aani and the Tree Huggers*, Jeannine Atkins

## Hillsborough Township Public Schools Curriculum Map

### Course Title: School Counseling

- *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 Link Sheets
- Second Step Card Curriculum

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<b>UNIT OF STUDY</b>	Problem-Solving
<b>PACING</b>	30 Days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"><li>● How do we identify a problem without placing blame on ourselves or others?</li><li>● How do we get ourselves calm and in an appropriate mindset before solving a problem?</li><li>● What strategies can we use to solve problems?</li><li>● What do we need to do to make amends with someone we have a problem with?</li><li>● What are the appropriate steps to problem-solving?</li><li>● How do we identify possible solutions to our problems?</li><li>● How do we identify which solution makes the most sense for a given problem?</li></ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"><li>● Being calm is an important first step for problem-solving</li><li>● Stating a problem respectfully (without blaming) helps others not feel defensive</li><li>● Some problems are caused by accidents</li><li>● Apologizing and making amends are problem-solving strategies</li><li>● Problem-solving can be achieved as part of a process (STEP)</li><li>● They should understand the wants and needs of others in a given problem</li><li>● There may be multiple solutions for every problem</li><li>● Solutions can be selected based on what makes sense</li></ul>	
<b>LEARNING TARGETS</b>	
Kindergarten: <ul style="list-style-type: none"><li>● Repeat the problem in a given scenario</li><li>● Demonstrate an appropriate problem-solving strategy in a given scenario</li></ul>	
1st Grade: <ul style="list-style-type: none"><li>● Say the problem in a respectful way in a given scenario</li><li>● Apologize for a problem caused by an accident in a given scenario</li><li>● Ask for what they want or need to solve a problem in a given scenario</li><li>● Identify a way to make amends for a problem in a given scenario</li></ul>	
2nd Grade: <ul style="list-style-type: none"><li>● State the problem clearly and without blame in a given scenario</li><li>● Generate multiple solutions to solve a given problem</li><li>● Identify which solutions work better than others for a given problem</li></ul>	
3rd Grade: <ul style="list-style-type: none"><li>● Say the problem by restating what each person wants in a given scenario</li><li>● Think of solutions</li></ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

- Explore the outcomes to see which solutions could meet the wants of each character
- Pick a solution for a problem and explain why they chose it

4th Grade:

- Say the problem in a way that is respectful of each person’s point of view
- Think of possible solutions that are safe and respectful
- Explore the outcomes of possible solutions by considering the points of view of everyone involved
- Pick a solution that is safe and respectful and could work for everyone involved

**ASSESSMENTS**

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

**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**

**9.4-Life Literacies & Key Skills**

*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.*

<b>Practice</b>	<b>Description</b>
<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,</i>

**Hillsborough Township Public Schools Curriculum Map**

**Course Title: School Counseling**

<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 the development of creativity and innovation.</i></p>	<p><i>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>
<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>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</i></p>



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: School Counseling**

<p><i>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</i></p>	<p><i>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 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>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 histories and multitude of languages of other nations and cultures.</i></p>

**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

## Hillsborough Township Public Schools Curriculum Map

### Course Title: School Counseling

- 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

#### ***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***

- K-2 Book Recommendations:
  - *Boo Who?*, Ben Clanton
  - *Can I Play Too?*, Mo Willems
  - *The Day the Crayons Quit*, Drew Daywalt
  - *Enemy Pie*, Derek Munson
  - *How do Dinosaurs Play with their Friends*, Jane Yolen
  - *My Brother Charlie*, Holly Robinson Peete and Ryan Elizabeth Peete
  - *Talk and Work it Out*, Cheri J. Meiners
- 3-4 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

## Hillsborough Township Public Schools Curriculum Map

### Course Title: School Counseling

- *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
- 
- Posters
  - Parent Home Link Sheets
  - Second Step Card Curriculum