

Introduction

The School Counseling Program for the Woodland Park School District offers services to all students using a variety of experience and activities. School Counselors meet with students individually, in small groups, and for large group guidance lessons in the classroom or during advisory to discuss personal needs, issues, problems or concerns. Guidance lessons are scheduled and delivered as needed. Students are encouraged to refer themselves to the counselor when a need arises and often teachers, principals, parents and peers will refer students to the counselor as well. The counseling program is developmentally based and uses a proactive approach for concerns of a social, emotional or academic nature. Large group guidance lessons or advisory topics are based on the district guidance curriculum which addresses the general needs of young children and adolescents through units of study to include anti-bullying, academic growth, personal growth, career awareness, transition and self reflection. Additional topics are addressed when a need is discovered. The guidance and counseling program provides support to the school community. Counselors regularly confer with the Child Study team, teaching teams, individual teachers and are intervention and referral services team leaders/ team participants, and Anti-bullying specialist in their schools. School Counselors present information to families on topics such as standardize testing, study skills and parenting strategies. School Counselors are liaisons between community groups and the schools. The School Counseling program provides information on community services and programs that benefit all students and families.

Philosophy

The students occupying our classrooms are a diverse group, the offspring of an array of familial and cultural backgrounds. They arrive at school with diverse levels of social and emotional maturity. Their experiences and learning vary greatly. They reflect a range of levels in academic readiness and interest. Although very different in many respects, each and every child possesses the potential to be a valuable asset to society and should strive for self-fulfillment to better themselves and the world around them. To meet and serve their needs, a school counseling program must be designed to address their developmental issues throughout the elementary and middle school years. The school counseling program must provide skills and experiences that will enhance their learning and provide support for the community from which they have arrived.

| Pacing Guide | |
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| Content Area: Guidance | |
| Grade Level: Kindergarten- Eighth | |
| Unit 1: Anti-Bullying | September- November |
| Unit 2: Academic Growth/ Career Awareness | December - February |
| Unit 3: Personal Growth/ Career Awareness | March - May |
| Unit 4: Transition/Self Reflection | May-June |

| Content Area: Guidance | Grade Level : Kindergarten- Eighth |
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| Unit Title: Unit 1: Anti-Bullying | |
| Interdisciplinary Connections: | |
| English Language Arts Connections: | |
| <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | |
| Social Studies Connections: | |
| <ul style="list-style-type: none"> 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. | |
| 21st Century Themes: <ul style="list-style-type: none"> Global Awareness Health Literacy 21st Century Skills: <ul style="list-style-type: none"> <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> Creativity and Innovation <ul style="list-style-type: none"> Think critically Work Creatively with Others Implement Innovations Critical Thinking and Problem Solving <ul style="list-style-type: none"> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems Communication and Collaboration <ul style="list-style-type: none"> Communicate Clearly Collaborate with Others <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> Information Literacy <ul style="list-style-type: none"> Access and Evaluate Information Use and Manage Information | <ul style="list-style-type: none"> ICT Literacy <ul style="list-style-type: none"> Apply Technology Effectively <u>Life and Career Skills</u> <ul style="list-style-type: none"> Flexibility and Adaptability <ul style="list-style-type: none"> Adapt to Change Be Flexible Initiative and Self-Direction <ul style="list-style-type: none"> Manage Goals and Time Work Independently Be Self-directed Learners Social and Cross Cultural Skills <ul style="list-style-type: none"> Interact with others Work Effectively in Diverse Teams Productivity and Accountability <ul style="list-style-type: none"> Manage Projects Produce Results Leadership and Responsibility <ul style="list-style-type: none"> Guide and Lead Others Be Responsible to Others |
| Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | |

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| Unit Title: Anti-Bullying | Grade Level: Kindergarten - Fourth | Time Frame: September - November |
| Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. | | |
| Cumulative Progress Indicators: <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee• CRP4. Communicate clearly and effectively and with reason• CRP5. Consider the environmental, social and economic impacts of decisions• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them• CRP9. Model Integrity, ethical leadership and effective management | | |
| Enduring Understanding: <ul style="list-style-type: none">• Students will begin to understand the concepts of bullying and begin to understand the different roles in peer relationships.• Students will begin and continue to develop an understanding of how to be a “good friend” and proper social behavior.• Begin to understand cyberbullying | Essential Questions: <ul style="list-style-type: none">• What are the characteristics of a bully?• Can you bully a person even if they aren’t right in front of you?• What does it mean to be an up-stander?• What are the characteristics of a good friend?• When should we report a situation?• How can you access help if you are in a bullying situation? | |
| Knowledge and Skills: <ul style="list-style-type: none">• Students will know the difference between tattling and reporting• Students will understand the roles of the bystander, the victim, and the bully.• Students will be able to recognize characteristics of “bullying” behavior.• Students will be able to identify situations where bullying is taking place. | Demonstration of Learning/Assessment: <ul style="list-style-type: none">• Students will create an anti-bullying poster• Students will make a want ad for a “Good Friend” listing the characteristics needed• Students will organize a short skit on how to handle a situation where someone is being bullied• Students will create and sign an Anti-Bullying Pledge | |
| Suggested Tasks and Activities: <ul style="list-style-type: none">• Read aloud age appropriate books on bullying• Read aloud age appropriate books on self-esteem and accepting one’s self• Students can role play | Tech Integration: <ul style="list-style-type: none">• Videos• Power Point• SmartBoard | |
| Resources: Read Aloud, Short Videos, NJ Bar Association Materials, | | |

| Unit Title: Anti-Bullying | Grade Level: Fifth - Eighth | Time Frame: September - November |
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| <p>Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee• CRP4. Communicate clearly and effectively and with reason• CRP5. Consider the environmental, social and economic impacts of decisions• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them• CRP9. Model Integrity, ethical leadership and effective management | | |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none">• Students will become versed in the concepts of NJ State HIB law.• Students will continue to learn about the concepts of bullying versus conflict.• Students will explore age appropriate conflict resolution techniques.• Students will learn how to be effective up-standers displaying characteristics such as empathy, appropriate reporting, and leadership skills.• Students will understand what cyberbullying is and the lasting effects it can have. | <p>Essential Questions:</p> <ul style="list-style-type: none">• What are the three roles in a bullying situation?• What are effective strategies when handling a peer conflict?• Identify bullying situations such as verbal, physical, and cyber.• What are some strategies to prevent bullying in school?• What is the difference between conflict and bullying | |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none">• Students will be able to recognize bullying behaviors• Students will demonstrate knowledge of the NJ State HIB law• Students will be able to distinguish between bullying and conflict• Students will demonstrate an understanding of conflict resolution techniques• Students will be able to identify situations that require adult assistance• Students will be able to implement proactive solutions against bullying | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none">• Students will create a short poem on bullying• Students will organize a short skit• Students will create and sign an Anti-Bullying Pledge | |
| <p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Read aloud age appropriate books on bullying• Read aloud age appropriate books on self-esteem and accepting one’s self• Students can role play• Writing responses to reflective questions | <p>Tech Integration:</p> <ul style="list-style-type: none">• Videos• Power Point• SmartBoard• www.stopbullying.gov | |
| <p>Resources: Read Aloud, Short Videos, NJ Bar Association Materials,</p> | | |

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| Content Area: Guidance | Grade Level : Kindergarten- Eighth |
| Unit Title: Unit 2: Academic Growth/ Career Awareness | |
| Interdisciplinary Connections: English Language Arts Connections: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Social Studies Connections: <ul style="list-style-type: none"> 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. | |
| 21st Century Themes: <ul style="list-style-type: none"> Global Awareness Health Literacy Civic Literacy Financial, Economic, Business and Entrepreneurial Literacy 21st Century Skills: <ul style="list-style-type: none"> <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> Creativity and Innovation <ul style="list-style-type: none"> Think critically Work Creatively with Others Implement Innovations Critical Thinking and Problem Solving <ul style="list-style-type: none"> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems Communication and Collaboration <ul style="list-style-type: none"> Communicate Clearly Collaborate with Others <u>Information, Media and Technology Skills</u> | |
| <ul style="list-style-type: none"> Information Literacy <ul style="list-style-type: none"> Access and Evaluate Information Use and Manage Information ICT Literacy <ul style="list-style-type: none"> Apply Technology Effectively <u>Life and Career Skills</u> <ul style="list-style-type: none"> Flexibility and Adaptability <ul style="list-style-type: none"> Adapt to Change Be Flexible Initiative and Self-Direction <ul style="list-style-type: none"> Manage Goals and Time Work Independently Be Self-directed Learners Social and Cross Cultural Skills <ul style="list-style-type: none"> Interact with others Work Effectively in Diverse Teams Productivity and Accountability <ul style="list-style-type: none"> Manage Projects Produce Results Leadership and Responsibility <ul style="list-style-type: none"> Guide and Lead Others Be Responsible to Others | |
| Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | |

Guidance Curriculum K- 8

Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

9.2 Career Awareness, Exploration, And Preparation

Cumulative Progress Indicators:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model Integrity, ethical leadership and effective management
- CRP10. Plan education and career paths aligned to personal goals
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Enduring Understanding:

- Students will recognize the relationship between goal setting and accomplishments.
- Students will learn the importance of good work habits. Students will learn about the importance of cooperation and self-motivation.

Essential Questions:

- What is the relationship between being a student and a worker?
- Why must I be responsible for my own behavior?
- How does my behavior affect others?
- Why do people work?
- What are good study habits?
- What is the relationship between goal setting and accomplishing work?
- Why is it important to be cooperative?
- How are your personal interests, characteristics, and skills related to your personal/career choices?

Knowledge and Skills:

- Student will recognize the relationship between goal setting and work accomplished (school and career).
- Students will be able to make choices which lead to positive experiences
- Students will learn to take others into consideration when making choices
- Students will develop an understanding that a person's work choice and roles are influenced by personal characteristics. Such as abilities, feelings, attitudes, likes, dislikes, and environmental factors.
- Students will recognize the relevance of learning to ones futures
- Students will recognizing the importance of good work habits
- Students will be able to resolve problems while working in groups

Demonstration of Learning/Assessment:

- Classroom discussion
- Group project
- Personal Inventory
- Career research
- Time management
- Organization skills

Suggested Tasks and Activities:

- Complete an interview with a person in their community
- Career posters
- Related books and discussion
- Using their planners correctly

Tech Integration:

- Videos
- Power Point
- SmartBoard

Resources: Read Aloud, Short Videos, NJ Bar Association Materials

| Unit Title: Academic Growth/ Career Awareness | Grade Level: Fifth - Eighth | Time Frame: December – February |
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| <p>Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee• CRP2. Apply appropriate academic and technical skills• CRP4. Communicate clearly and effectively and with reason• CRP5. Consider the environmental, social and economic impacts of decisions• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them• CRP9. Model Integrity, ethical leadership and effective management• CRP10. Plan education and career paths aligned to personal goals• 9.2.12.C.1 Review career goals and determine steps necessary for attainment.• 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.• 9.2.12.C.3 Identify transferable career skills and design alternate career plans.• 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.• 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.• 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.• 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.• 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.• 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability | | |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none">• Students will understand how their academic development impacts their personal and career growth.• Students will understand the importance of forming good study skills, habits, and attitudes. | <p>Essential Questions:</p> <ul style="list-style-type: none">• How do people choose their career path?• What are realistic goals?• How can you prepare yourself now for college?• How is school your job? | |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none">• Student will recognize the relationship between goal setting and work accomplished (school and career).• Students will be able to make choices which lead to positive experiences• Students will learn to take others into consideration when making choices• Students will develop an understanding that a person’s work choice and roles are influenced by personal characteristics. Such as abilities, feelings, attitudes, likes, dislikes, environmental factors.• Students will recognize the relevance of learning to ones futures• Students will recognizing the importance of good work habits• Students will recognizing that work provides personal satisfaction and rewards• Students will be able to resolve problems while working in groups | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none">• Classroom discussion• Group project• Personal Inventory• Career research• Time management• Organization skills | |
| <p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Complete an interview with a person in their community• Career Day/ Posters• Related books and discussion• Using their planners correctly | <p>Tech Integration:</p> <ul style="list-style-type: none">• www.teachervision.com• www.savvyschoolcounselor.com• www.Brainpopjr.com• www.charactercounts.org | |
| <p>Resources: Read Aloud, Short Videos, NJ Bar Association Materials,</p> | | |

| Content Area: Guidance | Grade Level : Kindergarten- Eighth |
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| Unit Title: Unit 3: Personal Growth/ Career Awareness | |
| Interdisciplinary Connections: English Language Arts Connections: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Social Studies Connections: <ul style="list-style-type: none"> 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. | |
| 21st Century Themes: <ul style="list-style-type: none"> Global Awareness Health Literacy Civic Literacy Financial, Economic, Business and Entrepreneurial Literacy 21st Century Skills: <ul style="list-style-type: none"> <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> Creativity and Innovation <ul style="list-style-type: none"> Think critically Work Creatively with Others Implement Innovations Critical Thinking and Problem Solving <ul style="list-style-type: none"> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems Communication and Collaboration <ul style="list-style-type: none"> Communicate Clearly Collaborate with Others <u>Information, Media and Technology Skills</u> | <ul style="list-style-type: none"> Information Literacy <ul style="list-style-type: none"> Access and Evaluate Information Use and Manage Information ICT Literacy <ul style="list-style-type: none"> Apply Technology Effectively <u>Life and Career Skills</u> <ul style="list-style-type: none"> Flexibility and Adaptability <ul style="list-style-type: none"> Adapt to Change Be Flexible Initiative and Self-Direction <ul style="list-style-type: none"> Manage Goals and Time Work Independently Be Self-directed Learners Social and Cross Cultural Skills <ul style="list-style-type: none"> Interact with others Work Effectively in Diverse Teams Productivity and Accountability <ul style="list-style-type: none"> Manage Projects Produce Results Leadership and Responsibility <ul style="list-style-type: none"> Guide and Lead Others Be Responsible to Others |
| Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | |

Guidance Curriculum K- 8

| Unit Title: Personal Growth/ Career Awareness | Grade Level: Kindergarten - Four | Time Frame: March |
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| <p>Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee• CRP2. Apply appropriate academic and technical skills• CRP4. Communicate clearly and effectively and with reason• CRP5. Consider the environmental, social and economic impacts of decisions• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them• CRP9. Model Integrity, ethical leadership and effective management• CRP10. Plan education and career paths aligned to personal goals• 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.• 9.1.4.A.2 Identify potential sources of income.• 9.1.4.A.3 Explain how income affects spending and take-home pay.• 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.• 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.• 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.• 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. | | |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none">• Student will begin to recognize community helpers, and the concept of work.• As the students progress to 3rd and 4th grade they will begin to understand career fields/clusters. Students will understand that a person chooses a career based on their own personal qualities and interests. | <p>Essential Questions:</p> <ul style="list-style-type: none">• Who are the people in your community? (police officers, fireman, doctors, etc)• What are your strengths and weakness?• What are your likes/dislikes?• How can your interests and strengths help you choose a job/career?• Why do people need jobs? Why do they work? | |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none">• Students will be able to identify helpers in their community• Students will recognize how different jobs are needed to make a community function• Students will recognize the importance of different helpers in the community and how they are essential to daily life• Students will be identify rules and laws that promote safety and health• Students will understand the connection between personal goals and career choice• Students will demonstrate the ability to work in a group• Students will recognize that working results in reward and good habits | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none">• Interview questions for guest speakers• Role Play/Puppets• All About Me Posters | |
| <p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Guest Speaker• Individual Career Books | <p>Tech Integration:</p> <ul style="list-style-type: none">• www.teacherspayteachers.com• www.charactercounts.org• www.brainpopjr.com | |
| <p>Resources: Read Aloud, Short Videos, NJ Bar Association Materials,</p> | | |

| Unit Title: Personal Growth/ Career Awareness | Grade Level: Fifth - Eighth | Time Frame: March- May |
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| <p>Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee • CRP2. Apply appropriate academic and technical skills • CRP4. Communicate clearly and effectively and with reason • CRP5. Consider the environmental, social and economic impacts of decisions • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them • CRP9. Model Integrity, ethical leadership and effective management • CRP10. Plan education and career paths aligned to personal goals • 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. • 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. • 9.1.8.A.4 Relate earning power to quality of life across cultures. • 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. • 9.1.8.A.6 Explain how income affects spending decisions. • 9.2.12.C.1 Review career goals and determine steps necessary for attainment. • 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. • 9.2.12.C.3 Identify transferable career skills and design alternate career plans. • 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. • 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. • 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. • 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices. • 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability | | |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the relationship between their personal goals/choices in relation to their future aspirations. • Students will learn that careers are work that is satisfying or preferred to the individual and preparation is required. • Students will understand the connection between their natural aptitudes and interests in regards to their employment aspirations. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the different career clusters/categories? • What skills sets are needed to apply yourself successfully to each career cluster? • What is the difference between a job and a career? • What type of education/training is needed in preparation for a job/career? • Why do people need jobs? Why do they need to work? | |

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| | <ul style="list-style-type: none"> Why is self-assessment so important? |
| Knowledge and Skills: <ul style="list-style-type: none"> Students will be able to identify various jobs in the community and beyond Students will be able to identify reasons why people work Students will be able to identify skills that are transferrable from one occupation to the next Students will be able to demonstrate employability skills and work habits, such as honesty, work ethic, dependability, promptness and getting along with others, needed to keep and get a job. Students will be able to prepare an application or resume Students will be able to identify job openings, or volunteer opportunities Students will be able to use technology to locate and research job opportunities Students will be able to evaluate their own actions and accomplishments Students will be able to identify lifestyle and its relation to income | Demonstration of Learning/Assessment: <ul style="list-style-type: none"> Interview questions for guest speakers Create a Resume Participate in a Mock Interview pertaining to student's career choice |
| Suggested Tasks and Activities: <ul style="list-style-type: none"> Guest speakers Interview person regarding their career choice/path Occupational Outlook Handbook (Children's version) | Tech Integration: <ul style="list-style-type: none"> Videos Power Point SmartBoard Occupational Outlook web site Microsoft Word www.teacherspayteachers.com www.charactercounts.org www.brainpopjr.com |
| Resources: Read Aloud, Short Videos, NJ Bar Association Materials, | |

| Content Area: Guidance | Grade Level : Kindergarten- Eighth |
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| Unit Title: Unit 4: Transition/Self Reflection | |
| Interdisciplinary Connections: | |
| English Language Arts Connections: | |
| <ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | |
| Social Studies Connections: | |
| <ul style="list-style-type: none"> 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. | |
| 21st Century Themes: <ul style="list-style-type: none"> Global Awareness Health Literacy Civic Literacy Financial, Economic, Business and Entrepreneurial Literacy 21st Century Skills: <ul style="list-style-type: none"> <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> Creativity and Innovation <ul style="list-style-type: none"> Think critically Work Creatively with Others Implement Innovations Critical Thinking and Problem Solving <ul style="list-style-type: none"> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems Communication and Collaboration <ul style="list-style-type: none"> Communicate Clearly Collaborate with Others <u>Information, Media and Technology Skills</u> | <ul style="list-style-type: none"> <u>Information Literacy</u> <ul style="list-style-type: none"> Access and Evaluate Information <u>Use and Manage Information</u> <u>ICT Literacy</u> <ul style="list-style-type: none"> Apply Technology Effectively <u>Life and Career Skills</u> <ul style="list-style-type: none"> Flexibility and Adaptability <ul style="list-style-type: none"> Adapt to Change Be Flexible Initiative and Self-Direction <ul style="list-style-type: none"> Manage Goals and Time Work Independently Be Self-directed Learners Social and Cross Cultural Skills <ul style="list-style-type: none"> Interact with others Work Effectively in Diverse Teams Productivity and Accountability <ul style="list-style-type: none"> Manage Projects Produce Results Leadership and Responsibility <ul style="list-style-type: none"> Guide and Lead Others Be Responsible to Others |
| Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | |

| Unit Title: Transition/Self Reflection | Grade Level: Kindergarten - Four | Time Frame: May- June |
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| <p>Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee• CRP2. Apply appropriate academic and technical skills• CRP4. Communicate clearly and effectively and with reason• CRP5. Consider the environmental, social and economic impacts of decisions• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them• CRP9. Model Integrity, ethical leadership and effective management• CRP10. Plan education and career paths aligned to personal goals | | |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none">• The students will have a successful transition to a new grade or new school.• As the students transition through grade levels students will learn to use different adaptation and coping skills to prepare them for a successful transition.• Students moving through Kindergarten to 1st, 2nd to 3rd, and 4th to 5th will understand how to engage in their new school environments. | <p>Essential Questions:</p> <ul style="list-style-type: none">• What are good organization skills?• Why is it important to come to school consistently and on time?• What are the things that would ease a transition?• What kinds of feelings occur when you are somewhere new?• If you are feeling uncomfortable in a new environment what can you do? | |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none">• Students will begin to understand the relationship of learning and personal effort• Students will identify resources to help with transitions• Students will be able to recognize feelings associated with transition• Students will be able to identify different ways to cope with transition• Students will learn how to identify the expectations of a new environment• Students will begin to see the relationship between academic planning and future success | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none">• Handing in forms and registration in a timely manner• Participation in classroom activities• Self-reflection worksheets | |
| <p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Organized orientation field trip to new school• Moving up graduation ceremony• Self-Reflection projects• Group counseling• Information sessions• Social/Academic peer sessions with mentors | <p>Tech Integration:</p> <ul style="list-style-type: none">• Videos• Power Point• SmartBoard• www.teacherspayteachers.com• www.charactercounts.org• www.brainpopjr.com | |
| <p>Resources: Read Aloud, Short Videos, NJ Bar Association Materials,</p> | | |

| Unit Title: Transition/Self Reflection | Grade Level: Fifth - Eighth | Time Frame: May-June |
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| <p>Standard: Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee• CRP2. Apply appropriate academic and technical skills• CRP4. Communicate clearly and effectively and with reason• CRP5. Consider the environmental, social and economic impacts of decisions• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them• CRP9. Model Integrity, ethical leadership and effective management• CRP10. Plan education and career paths aligned to personal goals | | |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none">• The students will have a successful transition to a new grade or new school. As the students transition through grade levels students will learn to use different adaptation and coping skills to prepare them for a successful transition.• Students moving from 4th to 5th and 8th to high school will understand academic preparation is necessary for successful future endeavors. | <p>Essential Questions:</p> <ul style="list-style-type: none">• What knowledge is needed for a grade level transition?• How does your attendance affect your school performance?• Why is it important to practice good self-management skills, organizational and academic skills? | |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none">• Students will develop an understanding of work ethic standards• Students will understand academic expectations for placement in high school courses• Students will recognize the relationship between learning and personal effort• Students will understand the importance of consistent attendance and organization of self• Students will apply strategies to make decisions, set goals and take necessary actions to accomplish these goals• Students will identify resources available in helping with transition | <p>Demonstration of Learning/Assessment:</p> <ul style="list-style-type: none">• Handing in forms and registration in a timely manner• Demonstrate responsible school behavior such as attendance, consistent and work habits.• Participation in small group activities• Completion of end of year projects | |
| <p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Organized orientation field trip to new school environment• Moving up graduation ceremony• Group counseling• Information sessions• Social/ Academic peer sessions with mentors | <p>Tech Integration:</p> <ul style="list-style-type: none">• Videos• Power Point• SmartBoard• www.teacherspayteachers.com• www.charactercounts.org• www.brainpopjr.com | |
| <p>Resources: Read Aloud, Short Videos, NJ Bar Association Materials,</p> | | |