Glen Ridge Public Schools –
Middle School Counseling Curriculum

Course Title: Middle School Counseling
Subject: School Counseling
Grade Level: 7 and 8
Duration: Full Year
Prerequisite: None
Elective or Required: N/A

School Counseling Mission Statement:

The mission of the Glen Ridge School Counseling Program is to provide a comprehensive, developmental program to promote lifelong learning and enhance student success. As advocates for students, allies with teachers, and liaisons with parents; the purpose of the school counseling program is to provide all students with the skills that optimize their academic, career, and personal/social development needed to become responsible citizens in a global society. In doing so, the Glen Ridge School Counseling Program recognizes the uniqueness and personal worth of each student, strives to provide equity of access to a supportive safe learning environment for every student. We value the importance of programing that promotes education, prevention, and intervention with a focus on student success outcomes.

Program Description:

The middle school counseling program (grades 7-8) is comprehensive, developmental and proactive. The program follows the American School Counselor Association National Standards for Students, addressing the academic, career and personal/social development of each child. The middle school counselor leads classroom lessons on these topics, and meets with students both individually and in small groups. In addition, the middle school counselor collaborates with parents, teachers and the administration, as well as the I&RS/504 committee, Child Study Team, Effective School Solutions and community agencies/resources when appropriate.

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Role of the School Counselor

Services
- Identify goals of the school counseling program and the resources needed to carry out those goals
- Provide individual or group counseling, classroom guidance lessons, consultation services, career and academic advising, and systemic support

Leadership
- Ensure that every student gains access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement
- Promote student success by closing achievement gaps wherever found
- Collaborate with teachers, administration, and other community stakeholders to influence system-wide changes and implement school reforms

Advocacy
- Monitor the academic, personal/social, and career needs of every student
- Embrace diversity and advocate for acceptance and tolerance in race, ethnic background, economic status, abilities, and lifestyle choices

Collaboration and Teaming
- Collaborate with all school staff and community stakeholders to work toward the success of every student
- Foster a community within the school that encourages all staff to contribute to the education of every student
- Engage all stakeholders in the implementation of the school counseling program

Data Informed Practice
- Analyze, and interpret data to identify needs of students
- Work collaboratively with building administrators and faculty to identify any achievement gaps
- Monitor student attendance and classroom performance
- Demonstrate accountability for how the school counseling program positively impacts student achievement
Benefits of Comprehensive School Counseling in Glen Ridge

Bulleted below are examples of how district stakeholders benefit from the implementation of a comprehensive and developmental counseling program:

Students
- Receive individual student planning, and responsive services
- Benefit from proactive strategies and responsive interventions to minimize and eliminate education barriers
- Gain multiple opportunities to develop skills in the three counseling domains: academic, personal/social, and career

Faculty
- Foster collaborative and positive relationships with school counselors, students, parents, and colleagues
- Welcome classroom support in order to improve student achievement

Administration
- Receive support from school counselors as a critical leader in the educational process
- Collect data to strengthen school climate and student performance/achievement
- Encourage participation in professional development opportunities

Parents and Guardians
- Attend educational and informational sessions
- Communicate with teachers, school counselors, and administrators
- Obtain access to available school and community resources

Community
- Partners with school stakeholders
- Offers helpful resources
Middle School Counseling

Academic Development

Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Upon completion of this unit students will be able to:
A:A1 Improve Academic Self-concept
  ● A:A1.1 Articulate feelings of competence and confidence as learners
  ● A:A1.2 Display a positive interest in learning
  ● A:A1.3 Take pride in work and achievement
  ● A:A1.4 Accept mistakes as essential to the learning process
  ● A:A1.5 Identify attitudes and behaviors that lead to successful learning
A:A2 Acquire Skills for Improving Learning
  ● A:A2.1 Apply time-management and task-management skills
  ● A:A2.2 Demonstrate how effort and persistence positively affect learning
  ● A:A2.3 Use communications skills to know when and how to ask for help when needed
  ● A:A2.4 Apply knowledge and learning styles to positively influence school performance
A:A3 Achieve School Success
  ● A:A3.1 Take responsibility for their actions
  ● A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
  ● A:A3.3 Develop a broad range of interests and abilities
  ● A:A3.4 Demonstrate dependability, productivity and initiative
  ● A:A3.5 Share knowledge

Academic Development Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Upon completion of this unit students will be able to:
A:B1 Improve Learning
  ● A:B1.1 Demonstrate the motivation to achieve individual potential
  ● A:B1.2 Learn and apply critical-thinking skills
  ● A:B1.3 Apply the study skills necessary for academic success at each level
  ● A:B1.4 Seek information and support from faculty, staff, family and peers
  ● A:B1.5 Organize and apply academic information from a variety of sources
● A:B1.6 Use knowledge of learning styles to positively influence school performance
● A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals.
● A:B2.1 Establish challenging academic goals in middle school
● A:B2.2 Use assessment results in educational planning
● A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
● A:B2.4 Apply knowledge of aptitudes and interests to goal setting
● A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
● A:B2.6 Understand the relationship between classroom performance and success in school
● A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Upon completion of this unit students will be able to:
A:C1 Relate School to Life Experiences
● A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
● A:C1.2 Seek co-curricular and community experiences to enhance the school experience
● A:C1.3 Understand the relationship between learning and work
● A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
● A:C1.5 Understand that school success is the preparation to make the transition from student to community member
● A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
Interdisciplinary Standards

Standard 9.1 21st Century Life & Career Skills
- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 6.1 US 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.

Standard 6.3 Active Citizenship in the 21st Century
- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities

- Individual Counseling
- Small Group Counseling
- Classroom Visits/Lessons on topics such as:
  - Academic tools and resources
  - Academic skills support
  - Organizational, study and test taking skills
  - Different learning styles
  - Following Directions
  - Time management and planning
  - Correlation between effort and achievement
  - Effectively asking questions and advocating for oneself
  - Taking ownership of the learning process
  - Resilience after making academic mistakes
- Class Meetings and School-wide assemblies
- Collaborate with teachers and administration
- Collaborate with parents through
  - Presentations
  - Individual conferences
  - Newsletter
- Collaborate with I&RS, 504, CST, ESS and/or other support services
- Facilitate a Transition Program for all new 7th Grade students that includes:
  - Scavenger Hunt
  - Class Meetings
  - Discussion topics such as
    - Finding your way around
    - Using your locker and assignment pad
    - Locating resources in the building that can help you
    - Understanding school policies
- Facilitate Peer Tutoring and facilitation
- Review grades and report cards on a consistent basis to make necessary interventions and referrals when necessary.
- Meet with students after interims and marking periods to set goals for academic improvement.
- Analyze and interpret date to identify needs of students
- Administer proficiency testing:
  - InView
  - NJASK Science 8
  - PARCC
- Celebrate Academic Success
  - Honor Roll
  - High Honor Roll
  - End of Year Awards Breakfast
- Individual meetings with all 8th graders to plan a 9th grade schedule based on their interests and abilities, as well as a 4 year high school plan.
● Small group meetings with all 7th grade students to discuss 8th grade scheduling options.
● Host a parent breakfast at the start of each school year on topics such as academic and support services, expectations, happenings, events and to answer questions.
● Evening parent presentation for 6th grade parents to outline the transition process to 7th grade.
● Evening parent presentation for 8th grade parents to outline the transition process to 9th grade.
● Run a Middle School Mentors program that enables 8th graders to assist students in the transition process for 6th to 7th grade.

Methods of Assessments/Evaluation:
● Grades
● Test Scores
● Discipline referrals
● Attendance
● Self-reflection
● Counselor feedback
● Parent Feedback
● HIB Incidents
● Adjustments to high school (academically and socially)
● Goal setting and accomplishment
● Pre/Post surveys
Middle School Counseling

Career Development

Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Upon completion of this unit students will be able to:

C:A1 Develop Career Awareness
- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness
- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Upon completion of this unit students will be able to:

C:B1 Acquire Career Information
- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
• C:B1.4 Know the various ways in which occupations can be classified
• C:B1.5 Use research and information resources to obtain career information
• C:B1.6 Learn to use the Internet to access career-planning information
• C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
• C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals
• C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
• C:B2.2 Assess and modify their educational plan to support career
• C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
• C:B2.4 Select course work that is related to career interests
• C:B2.5 Maintain a career-planning portfolio

Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Upon completion of this unit students will be able to:
C:C1 Acquire Knowledge to Achieve Career Goals
• C:C1.1 Understand the relationship between educational achievement and career success
• C:C1.2 Explain how work can help to achieve personal success and satisfaction
• C:C1.3 Identify personal preferences and interests influencing career choice and success
• C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
• C:C1.5 Describe the effect of work on lifestyle
• C:C1.6 Understand the importance of equity and access in career choice
• C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals
• C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
• C:C2.2 Learn how to use conflict management skills with peers and adults
• C:C2.3 Learn to work cooperatively with others as a team member
• C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences
Interdisciplinary Standards

Standard 9.1 21st Century Life & Career Skills
● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

Standard 9.3 Career Awareness, Exploration and Preparation
● All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the informed age.

Standard 6.3 Active Citizenship in the 21st Century
● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities

- Individual Counseling
- Small group Counseling
- Classroom lessons/visits
- Class meetings/ assemblies
- Collaborate with parents through
  - Presentations
  - Individual conferences
  - Newsletter
- Collaborate with teachers, administration, CST and ESS
- Facilitate a Transition Program for all new 7th Grade students that includes:
  - Scavenger Hunt
  - Class Meetings
  - Discussion topics such as
    - Finding your way around
    - Using your locker and assignment pad
    - Locating resources in the building that can help you
    - Understanding school policies
- Expose students to career clusters through online resources such as *Naviance*.
- Administer interest inventories/personality assessments
- Engage parents, community resources and stakeholders as presenters/resources on career opportunities, as well as the education and skills needed to achieve that goal.
- Counsel students on academic goals and creating a 6 year/4 year plan.
  - Set both short term and long term goals
  - Apply knowledge of aptitude and interests to goal setting
  - Review middle school program of studies with incoming 7th graders
  - Review high school program of studies with 8th graders
  - Develop a program of study directed toward a career goal that match interests, achievement and abilities
  - Course selection and scheduling
- Counsel students of what motivates them to perform well
  - Identify past successes as motivation for future success
  - Utilize organizational, study and test taking skills as a means of achieving goals
- Oversee transition program for incoming 7th graders
- Counsel students on academic goals and creating a 6 year/4 year plan.
  - Set both short term and long term goals
  - Apply knowledge of aptitude and interests to goal setting
  - Review middle school program of studies with incoming 7th graders
  - Review high school program of studies with 8th graders
  - Develop a program of study directed toward a career goal that match interests, achievement and abilities
  - Course selection and scheduling
• Maintain student records
  o Review records to create a personalized plan highlighting strengths and career interests
  o Convey significance of permanent records
• Host a parent breakfast at the start of each school year on various topics that include goals setting, academic achievement and transition to high school.
• Present to 6th grade parents on the transition process to 7th grade (middle school).
  o Course sequencing
  o Academic planning
• Run a Middle School Mentors program that enables 8th grade students to assist students in the transition process for 6th to 7th grade.
• Present to 8th grade parents on the transition process to 9th grade (high school).
  o Course selection and sequencing
  o Academic planning
  o Prerequisites for advanced courses
• Expose students to co-curricular activities.
  o Counsel students on their different options, both in and out of the school environment.
  o Help students appreciate that learning can take place out of the classroom.
  o Collaborate with parents and community resources. Refer students to appropriate resources/contacts.
• Encourage students to start their own clubs/co-curricular activities based on their own interests and career goals.
• Expose students to enrichment learning opportunities
  o Summer school/enrichment programs
  o Pre-college programs
• Counsel students on the skills necessary to balance school work, extracurricular activities and work.
  o Help students develop schedules/time management plans.
  o Review organizational strategies
• Help students transfer classroom skills to real world situations

Methods of Assessments/Evaluation:
• Grades
• Test Scores
• Discipline referrals
• Attendance
• Self-reflection
• Counselor feedback
• Parent Feedback
- HIB Incidents
- Adjustments to high school (academically and socially)
- Goal setting and accomplishment
- Pre/Post surveys
Middle School Counseling

Personal/Social Development

Personal/Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Upon completion of this unit students will be able to:
PS:A1 Acquire Self-knowledge
  ● PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
  ● PS:A1.2 Identify values, attitudes and beliefs
  ● PS:A1.3 Learn the goal-setting process
  ● PS:A1.4 Understand change is a part of growth
  ● PS:A1.5 Identify and express feelings
  ● PS:A1.6 Distinguish between appropriate and inappropriate behavior
  ● PS:A1.7 Recognize personal boundaries, rights and privacy needs
  ● PS:A1.8 Understand the need for self-control and how to practice it
  ● PS:A1.9 Demonstrate cooperative behavior in groups
  ● PS:A1.10 Identify personal strengths and assets
  ● PS:A1.11 Identify and discuss changing personal and social roles
  ● PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills
  ● PS:A2.1 Recognize that everyone has rights and responsibilities
  ● PS:A2.2 Respect alternative points of view
  ● PS:A2.3 Recognize, accept, respect and appreciate individual differences
  ● PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
  ● PS:A2.5 Recognize and respect differences in various family configurations
  ● PS:A2.6 Use effective communications skills
  ● PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
  ● PS:A2.8 Learn how to make and keep friends

Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Upon completion of this unit students will be able to:
PS:B1 Self-knowledge Application
  ● PS:B1.1 Use a decision-making and problem-solving model
  ● PS:B1.2 Understand consequences of decisions and choices
  ● PS:B1.3 Identify alternative solutions to a problem
  ● PS:B1.4 Develop effective coping skills for dealing with problems
  ● PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**Personal/Social Development Standard C: Students will understand safety and survival skills.**

**Upon completion of this unit students will be able to:**

**PS:C1 Acquire Personal Safety Skills**
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events
Interdisciplinary Standards

Standard 9.1 21st Century Life & Career Skills
- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 6.3 Active Citizenship in the 21st Century
- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Standard 8.2 Technology Education
- All students will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, society and the environment.
Activities

- Individual Counseling
  - Self Identity/Image/Value
  - Respect
  - Coping strategies
  - Resiliency
  - Peer relations/pressure
  - Peer facilitation and mediation
  - Bullying/Relational Aggression
  - Values
  - Understanding and regulating feelings
  - Tolerance
  - Stress
  - Anxiety
  - Social Skills
  - Communication
  - Problem Solving
  - Decision Making
  - Conflict Resolution
  - Time Management

- Small Group Counseling to build peer relationships and emphasize the value of these relationships in student development.
  - Students learn that they are not alone in their concerns, are able to give and receive feedback, develop a deeper understanding of themselves and others and practice new skills in a non-threatening and safe group.

- Classroom Visits/Lessons
- Class Meetings and School-wide assemblies
- Collaborate with teachers and administration
- Collaborate with parents through
  - Presentations
  - Individual conferences
  - Newsletter

- Recognize various forms of harassment, intimidation and bullying
  - Intervene appropriately and effectively
  - Collaborate with HIB specialist on prevention, intervention and reaction to HIB situations.

- Present on the physical and emotional dangers or substance use and abuse
  - Identify preventive strategies
  - Utilize community resources

- Facilitate a Transition Program for all new 7th Grade students that includes:
  - Scavenger Hunt
  - Class Meetings
  - Discussion topics such as
    - Finding your way around
- Using your locker and assignment pad
- Locating resources in the building that can help you
- Understanding school policies
- Collaborate with I&RS, 504, CST, ESS and/or other support services
- Make appropriate referrals to community agencies when necessary
- Monitor attendance, discipline records, grades and other student indicators.
- Host a parent breakfast at the start of each school year on topics such as academic and support services, expectations, happenings, events and to answer questions.
- Run a Middle School Mentors program that enables 8th graders to assist students in the transition process for 6th to 7th grade.
- Crisis Intervention
- Assessment for self-harm and suicide

Methods of Assessments/Evaluation:
- Grades
- Test Scores
- Discipline referrals
- Attendance
- Self-reflection
- Counselor feedback
- Parent Feedback
- HIB Incidents
- Adjustments to high school (academically and socially)
- Goal setting and accomplishment
- Pre/Post surveys
Resources


Covey, Sean (2014). *The 7 Habits of Highly Effective Teens*. New York, NY: Touchstone


**Online Resources**

- Teacher webpage
- Skyward
- Naviance