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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## 7th Grade Counseling Curriculum

**Course Description:** The counseling curriculum helps to meet the academic, career, and social needs of students by providing individual planning to prepare students for College and Career Readiness and social-emotional skill development. In 7th grade students will review previously introduced conflict-resolution skills and coping skills and apply these skills to real life situations. The college and career readiness unit in seventh grade will focus on applying personal strengths and interests to career exploration and planning for academic success.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 class periods	Personal/ Social Skill Development	Topic 1: Interpersonal Relationships Topic 2: Self-Care
2-3 class periods	College and Career Readiness	Topic 1: Personal College and Career Inquiry Topic 2: College and Career Exploration

# Curriculum Revisions

**Spring, 2019**

Unit 1

- Added Topic 1: Engaging Experience 2 to address how to acknowledge, care, tell (ACT) when a friend shows warning signs of depression or suicidal ideation.

# Year in Review

## Quarter 1

- 1) T chart peer conflict lesson
- 2) Career key, compare career key to cluster finder, explore career tab and add career preference to portfolio

## Quarter 2

- 1) career day exploring career
- 2) lesson on road trip nation and modify career preferences in portfolio
- 3) coping skills/ self-care lesson

## Quarter 3

- 1) academic class meeting/lesson, review CCR index, add academic goal to Naviance portfolio
- 2) enrollment and academic planning

## Quarter 4- review interpersonal skills and self-care/coping skills and engaging scenario for unit 1

- 1) SOS Lights, Camera, ACT Lesson

## Unit 1: Personal/Social Skill Development

**Subject:** Counseling

**Grade:** 7

**Name of Unit:** Personal/Social Skill Development

**Length of Unit:** 3 class periods

**Overview of Unit:** In this unit students will learn about various interpersonal (social), conflict resolution and coping skills and apply chosen ones to real life situations.

### **Priority Standards for unit:**

- Apply coping skills to manage life-changing events.
- Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.
- Practice problem-solving and conflict-resolution skills.
- Practice effective interpersonal skills in a variety of social situations.
- Promote acceptance and respect for individual differences.
- Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.

### **Supporting Standards for unit:**

- Develop strategies to maintain personal safety.
- TT.AB.I.3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- TT.AB.A.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

- TT.AB.A.19: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
coping skills to manage life-changing events.	Apply	Apply	4
effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.	Utilize	Apply	4
problem-solving and conflict-resolution skills.	Practice	Apply	2
effective interpersonal skills in a variety of social situations.	Practice	Apply	3
acceptance and respect for individual differences.	Promote	Apply	4
understanding of individual strengths and personal challenges and how they relate to a positive self-concept.	Demonstrate	Understand	2

**Essential Questions:**

1. How would you apply the skills necessary for positive interpersonal relationships?
2. How would you apply coping skills to manage life-changing events?

**Enduring Understanding/Big Ideas:**

1. Students will identify and apply specific social skills, respect for individual differences, conflict resolution skills and tactics to counter peer pressure.
2. Students will identify coping skills and explain how they would use them to manage life changing events.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Individual differences Peer conflict Peer pressure	Social skills Bullying Self-concept Coping skills Mindfulness Growth/fixed mindset

# Topic 1: Interpersonal Relationships

## **Engaging Experience 1**

**Title:** Conflict Resolution T Chart

**Suggested Length of Time:** 1 class period

### **Standards Addressed**

#### *Priority:*

- Apply coping skills to manage life- changing events.
- Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.
- Practice problem-solving and conflict-resolution skills.
- Practice effective interpersonal skills in a variety of social situations.

#### *Supporting:*

- Develop strategies to maintain personal safety.
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
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- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- TT.AB.A.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- TT.AB.A.19: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

**Detailed Description/Instructions:** Counselor will provide students with a series of scenarios involving typical peer conflict issues (for example: rumors, mean words from a peer, or other situations students often encounter). A discussion is then held to talk about typical responses and options for handling these challenges in a healthy manner.

**Bloom’s Levels:** Apply; **Webb’s DOK:** 4

## **Engaging Experience 2**

**Title:** Lights, Camera, ACT

**Suggested Length of Time:** 1 class period

### **Standards Addressed**

#### *Priority:*

- Apply coping skills to manage life- changing events.
- Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.
- Practice problem-solving and conflict-resolution skills.
- Practice effective interpersonal skills in a variety of social situations.

#### *Supporting:*

- Develop strategies to maintain personal safety.
- TT.AB.I.3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- TT.AB.A.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- TT.AB.A.19: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

### **Detailed Description/Instructions:**

The goal of this exercise is to engage students in a role-playing activity to help them develop and practice effective ways to handle situations involving a depressed or suicidal friend.

Review the acronym ACT- Acknowledge, Care, Tell that they learned with the SOS lesson. Define which each of these words mean and when we would use this acronym. Review and identify a trusted adult. Students can brainstorm a situation when they were concerned about a friend. They can write down what acknowledge statements would be and what care statements would be.

Have each group write out their dialogue and act out their scenario. The rest of the class will identify and write down warning signs, what they did to acknowledge, what they did to care, and how they told a trusted adult. They can also identify what they would do anything differently.

Scenarios:

1. Theresa is on Instagram one night when she notices her friend, Laura, posted saying “I can’t live this kind of life anymore. I’m ready for it to end.” Theresa is not sure if it’s too late to call her, but this post is really worrying her.
2. Sam is hanging out her friend at Sasha’s house one weekend for a sleepover. Sasha has been acting strange lately at school; not caring about grades, skipping class and avoiding her normal group of friends at lunch, so Sam is excited to finally hang out and see what’s been going on with her friend lately. Right when Sam gets to her house, she pulls out a vape which was surprising to Sasha. During the sleepover Sasha mentions “I just can’t take all this stress anymore. Tests, papers, practice. It’s too much, I want to be done with everything.”
3. It’s the end of the school day, and Shawn is talking to Marcus about the upcoming weekend. They usually make plans to hang out and play basketball on Saturdays with some other guys, but Marcus hasn’t shown up for the last couple months. Shawn asks Marcus about it, but he becomes annoyed and angry and tells him to just back off. Shawn thinks it’s strange considering Marcus is typically energetic, happy, and always up for shooting hoops.
4. Maria calls her friend Alex to see if she’s still coming to her birthday dinner on Friday night. Alex has known about it for months and was initially excited for a fun night out. But ever since her parents split up a few months ago, Alex has been crying non-stop; at school, during track practice, and she has been quiet and withdrawn around her best friends. Maria has a feeling that Alex will not want to come to her birthday, but she’s unsure how to let Alex know that she’s worried.
5. Ever since Christina and her boyfriend broke up, his friends have been sending her harassing text messages and messages online. At first, she responded to them, asking them to stop, but that seemed to make it worse. Rumors have started spreading around the school, and Devon overhears Christina telling someone, “I guess I deserved it anyway. I was never good enough for him.” Devon is concerned about her because it is unlike her to be so negative.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4

## Topic 2: Self-Care

### **Engaging Experience 1**

**Title:** Coping Skills/ Self-Care Skills

**Suggested Length of Time:** 1 class period

### **Standards Addressed**

*Priority:*

- Apply coping skills to manage life- changing events.
- Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.

*Supporting:*

- Develop strategies to maintain personal safety.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Present commonly used coping skills/self-care skills to see what skills the kids are currently using (4 corners is an option). Include mindfulness/mindset as skills. Have the kids identify what skills they use and what new skills they can apply to a stressful situation/or situations in their own lives. Have the students identify a stressful situation and what skills they can use to help.

**Bloom's Levels:** Apply

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Think about someone you admire; write about a time you saw them implement two self-care strategies and 2 interpersonal strategies.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Interpersonal Relationships	Conflict Resolution T-Chart	Counselor will provide students with a series of scenarios involving typical peer conflict issues (for example: rumors, mean words from a peer, or other situations students often encounter). A discussion is then held to talk about typical responses and options for handling these challenges in a healthy manner.	1 class period
Interpersonal Relationships	Lights, Camera, ACT	<p>The goal of this exercise is to engage students in a role-playing activity to help them develop and practice effective ways to handle situations involving a depressed or suicidal friend.</p> <p>Review the acronym ACT- Acknowledge, Care, Tell that they learned with the SOS lesson. Define which each of these words mean and when we would use this acronym. Review and identify a trusted adult. Students can brainstorm a situation when they were concerned about a friend. They can write down what acknowledge statements would be and what care statements would be.</p> <p>Have each group write out their dialogue and act out their scenario. The rest of the class will identify and write down warning signs, what they did to acknowledge, what they did to care, and how they told a trusted adult. They can also identify what they would do anything differently.</p> <p>Scenarios:</p> <ol style="list-style-type: none"> <li>1. Theresa is on Instagram one night when she notices her friend, Laura, posted</li> </ol>	1 class period

		<p>saying “I can’t live this kind of life anymore. I’m ready for it to end.”</p> <p>Theresa is not sure if it’s too late to call her, but this post is really worrying her.</p> <p>2. Sam is hanging out her friend at Sasha’s house one weekend for a sleepover. Sasha has been acting strange lately at school; not caring about grades, skipping class and avoiding her normal group of friends at lunch, so Sam is excited to finally hang out and see what’s been going on with her friend lately. Right when Sam gets to her house, she pulls out a vape which was surprising to Sasha. During the sleepover Sasha mentions “I just can’t take all this stress anymore. Tests, papers, practice. It’s too much, I want to be done with everything.”</p> <p>3. It’s the end of the school day, and Shawn is talking to Marcus about the upcoming weekend. They usually make plans to hang out and play basketball on Saturdays with some other guys, but Marcus hasn’t shown up for the last couple months. Shawn asks Marcus about it, but he becomes annoyed and angry and tells him to just back off. Shawn thinks it’s strange considering Marcus is typically energetic, happy, and always up for shooting hoops.</p> <p>4. Maria calls her friend Alex to see if she’s still coming to her birthday dinner on Friday night. Alex has known about it for months and was initially excited for a fun night out. But ever since her parents split up a few months ago, Alex has been crying non-stop; at school, during track practice, and she has been quiet and withdrawn around her best friends.</p>	
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		<p>Maria has a feeling that Alex will not want to come to her birthday, but she's unsure how to let Alex know that she's worried.</p> <p>5. Ever since Christina and her boyfriend broke up, his friends have been sending her harassing text messages and messages online. At first, she responded to them, asking them to stop, but that seemed to make it worse. Rumors have started spreading around the school, and Devon overhears Christina telling someone, "I guess I deserved it anyway. I was never good enough for him." Devon is concerned about her because it is unlike her to be so negative.</p>	
Self-Care	Coping Skills/ Self-Care Skills	Present commonly used coping skills/self-care skills to see what skills the kids are currently using (4 corners is an option). Include mindfulness/mindset as skills. Have the kids identify what skills they use and what new skills they can apply to a stressful situation/or situations in their own lives. Have the students identify a stressful situation and what skills they can use to help.	1 class period

## Unit 2: College and Career Readiness

**Subject:** Counseling

**Grade:** 7

**Name of Unit:** College and Career Readiness

**Length of Unit:**

**Overview of Unit:** Students will explore their strengths and interests as they relate to future careers and their personal CCR index. Students will also analyze academic strengths and weaknesses and how to plan for academic success.

### **Priority Standards for unit:**

- C.7.7.A: Use current interests, strengths, and limitations to guide career exploration and educational planning.
- C.9.7.A: Utilize information about personal, ethical, and work habit skills to enhance individual student success.
- Recognize ongoing academic expectations and develop strategies to meet increased demands.
- Apply personal planning strategies to balance individual, family, and school responsibilities.
- Demonstrate and refine a self – management system to promote academic success.

### **Supporting Standards for unit:**

- Utilize career and educational information to explore career paths of interest.
- Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.
- Recognize the relevance of all work and workers, and their existence in a global society.
- Utilize a variety of resources to aid in career exploration and planning.
- Identify and practice the skills used to compromise in a variety of situations.
- Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.
- Assess academic achievement to refine education goals for lifelong learning.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
current interests, strengths, and limitations to guide career exploration and educational planning.	Use	Understand	3
information about personal, ethical, and work habit skills to enhance individual student success.	Utilize	Analyze	4
ongoing academic expectations	Recognize		
strategies to meet increased demands.	Develop	Create	3
personal planning strategies to balance individual, family, and school responsibilities.	Apply	Apply	4
a self – management system to promote academic success.	Demonstrate	Create	3

**Essential Questions:**

1. How do my personal skills and interests help guide decisions about my academic and career decisions?
2. How do I explore my college and career interests and how do I access this information?
3. What skills will I use to increase my academic success and how will I apply those?

**Enduring Understanding/Big Ideas:**

1. Students will identify skills and interests and relate them to future academic and career choices.
2. Students will examine various sources of information regarding college and career exploration, such as Career Day/Share, College Tab, Roadtrip Nation.
3. Students will identify study/academic skills and how they will apply these to academic success.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	College and Career Ready College and Career Readiness Index Personal Planning Career Key Career Paths/Career Clusters

## Topic 1: Personal College and Career Inquiry

### **Engaging Experience 1**

**Title:** Career Exploration

**Suggested Length of Time:** 1-2 class periods

#### **Standards Addressed**

*Priority:*

- Use current interests, strengths, and limitations to guide career exploration and educational planning.

*Supporting:*

- Utilize career and educational information to explore career paths of interest.
- Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.
- Recognize the relevance of all work and workers, and their existence in a global society.
- Utilize a variety of resources to aid in career exploration and planning.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Have students take the Career Key assessment in Naviance. They will then compare their results from the Career Key and the Cluster Finder. Finally, they will use the Career Tab to explore identified careers.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 2: College and Career Exploration

### **Engaging Experience 1**

**Title:** Naviance exploration

**Suggested Length of Time:** 1 class period

### **Standards Addressed**

*Priority:*

- Use current interests, strengths, and limitations to guide career exploration and educational planning.

*Supporting:*

- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will explore career tab and career options, road trip nation and the college tab. They will enter into their Naviance portfolio some top career interests and notes regarding the relevance and requirements of those careers.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 3: Personal and Academic Planning

### **Engaging Experience 1**

**Title:** Academic success and planning

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

##### *Priority:*

- Utilize information about personal, ethical, and work habit skills to enhance individual student success.
- Recognize ongoing academic expectations and develop strategies to meet increased demands.
- Apply personal planning strategies to balance individual, family, and school responsibilities.
- Demonstrate and refine a self – management system to promote academic success.

##### *Supporting:*

- Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.
- Assess academic achievement to refine education goals for lifelong learning.

**Detailed Description/Instructions:** Class meeting asking kids about the academic expectations of seventh grade and if/how those are different from year past. Students will review their CCR index. Students will brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Naviance.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Student will compile personal interest and strengths as they relate to future career options, career interests and academic goals in their Naviance portfolio.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Personal College and Career Inquiry	Career Exploration	Have students take the Career Key assessment in Naviance. They will then compare their results from the Career Key and the Cluster Finder. Finally, they will use the Career Tab to explore identified careers.	1-2 class periods
College and Career Exploration	Naviance Exploration	Students will explore career tab and career options, roadtrip nation and the college tab. They will enter into their Naviance portfolio some top career interests and notes regarding the relevance and requirements of those careers.	1 class period
Personal and Academic Planning	Academic Success and Planning	Class meeting asking kids about the academic expectations of seventh grade and if/how those are different from year past. Students will review their CCR index. Students will brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Naviance.	1 class period

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.