8th 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 8th grade, students will identify and apply knowledge of how to respond to bullying situations, peer influences and self-care. Students will also develop and apply Naviance assessment results to their individualized portfolios in preparation for high school transition.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 class periods	Personal/Social Skill Development	Topic 1: Social Justice Topic 2: Interpersonal Awareness Topic 3: Self-Care
3 class periods	College and Career Readiness	Topic 1: EXPLORE results Topic 2: Naviance/Portfolio Additions Topic 3: Four Year Plan

Curriculum Revisions

Spring, 2019

Unit 1
- Added Topic 3: Engaging Experience 2 to address Myths and Facts of depression and suicide

Year in Review

Quarter 1:
The first lesson should in the first full month of the school year. It will focus on Unit 1 Topic 1 Social Justice. This will be one class period.

Quarter 2:
Lesson two will be Unit 1 topic 3 Self-Care. This will be two class periods.

Lesson three will be Unit 2 topic 1 EXPLORE results and topic 2 Naviance/Portfolio Additions. This will be one class period.

Quarter 3:
Lesson 4 will be Unit 1 Topic 2, Interpersonal Awareness.
Lesson 5 will be Unit 2 Topic 2, High School Enrollment. High school counselors will assist with this.

Quarter 4:
Lesson 6 and 7 will consist of students creating a PSA as an Engaging Scenario for Unit 1. These will be completed in Life Education with the classroom teachers assisting.
Lesson 8 will be students completing a 4-year High School Plan of Study. High school counselor will assist with this.

Unit 1: Personal/Social Skill Development

Subject: Counseling
Grade: 8
Name of Unit: Personal/Social Skill Development
Length of Unit: 5 class period
Overview of Unit: Students will understand specific roles individuals in bullying situations, peer groups and self-care. Students will apply growth mindset to create growth in academics, interpersonal relationships and individual growth.

Priority Standards for unit:
- Evaluate coping skills to manage life-changing events.
- Apply strategies that promote acceptance and respect of others within the global community.
- Identify thoughts and feelings and how they relate to self-concept.
- Recognize peer influence on risk-taking behaviors and consequences.

Supporting Standards for unit:
- Utilize a portfolio of middle school/jr high school academic and work experience.
- Apply strategies related to personal safety issues.
- Exhibit an awareness of personal responsibility in conflict situations.
- Consistently apply a system of study skills and test-taking strategies to promote academic success.
- Recognize peer influence on risk-taking behaviors and consequences.
- Recognize the relevance of personal contributions made to school and community.
- Self-assess interpersonal skills that will help maintain quality relationships.
- Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.
- Exhibit an awareness of personal responsibility in conflict situations.
- Recognize personal ways for the individual to contribute as a member of the school community.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.I.3: Students will recognize that peoples' 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.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- 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.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- 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.
- TT.AB.A.20: Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
coping skills to manage life-changing events.	Evaluate	Evaluate	4
the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.	Recognize	Analyze	4
strategies that promote acceptance and respect of others within the global community.	Apply	Apply	4

thoughts and feelings and how they relate to self-concept.	Identify	Evaluate	2
peer influence on risk-taking behaviors and consequences.	Recognize	Evaluate	2

Essential Questions:
1. How can one show their understanding of social justice?
2. How can one show their understanding of interpersonal awareness?
3. How can one monitor and demonstrate coping skills in times of anxiety, stress and conflict management?

Enduring Understanding/Big Ideas:
1. Students will show their understanding of social justice by respecting and protecting themselves and others in relation to the community.
2. Students will show their understanding of interpersonal awareness by evaluating their thoughts and feelings about themselves and relating it to peer influence and its consequences in risk taking behaviors.
3. Students will demonstrate proper coping skills when necessary.

Unit Vocabulary:

Academic Cross-Curricular Words	**Content/Domain Specific**
Bullying Bystander Human Trafficking Sprigeo CCR Index Anxiety Stress Management HS Transition Semester GPA Credits ACT Explore	Grounding Exercises Coping Skills Conflict Management

Topic 1: Social Justice

Engaging Experience 1
Title: Olweus Scenario Role Identification
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- Evaluate coping skills to manage life-changing events.
- Apply strategies that promote acceptance and respect of others within the global community.
- Identify thoughts and feelings and how they relate to self-concept.

Supporting:
- Exhibit an awareness of personal responsibility in conflict situations.
- Recognize peer influence on risk-taking behaviors and consequences.
- Recognize the relevance of personal contributions made to school and community.
- Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.
- Exhibit an awareness of personal responsibility in conflict situations.
- Recognize personal ways for the individual to contribute as a member of the school community.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- 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.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- 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.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- 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.
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- 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.
- TT.AB.A.20: Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Counselors will review different roles students play and how they impact their school community. Students will apply this knowledge through application using different scenarios. (Examples of roles would be bystander, bully, passive bystander, etc.) Students will understand how to cope with specific situations, the differences of peer conflict and bullying, and the reporting process in their school.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 2: Interpersonal Awareness

Engaging Experience 1
Title: Self Awareness/Relationships with Peers
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

- Evaluate coping skills to manage life-changing events.
- Apply strategies that promote acceptance and respect of others within the global community.
- Identify thoughts and feelings and how they relate to self-concept.
- Recognize peer influence on risk-taking behaviors and consequences.

Supporting:

- Apply strategies related to personal safety issues.
- Exhibit an awareness of personal responsibility in conflict situations.
- Recognize peer influence on risk-taking behaviors and consequences.
- Self-assess interpersonal skills that will help maintain quality relationships.
- Exhibit an awareness of personal responsibility in conflict situations.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
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- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
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- 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.
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- TT.AB.A.20: Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: The counselor will engage students in reflecting on how their choices affect how they see themselves and interact with others. How peer influence impacts choices and decision making and looking at ways this happens at school, at home, and in the community.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Self-Care

Engaging Experience 1

Title: Growth Mindset

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- Evaluate coping skills to manage life-changing events.
- Identify thoughts and feelings and how they relate to self-concept.
- Recognize peer influence on risk-taking behaviors and consequences.

Supporting:
- Utilize a portfolio of middle school/jr. high school academic and work experience.
- Apply strategies related to personal safety issues.
- Exhibit an awareness of personal responsibility in conflict situations.
- Consistently apply a system of study skills and test-taking behaviors and consequences.
- Self-assess interpersonal skills that will help maintain quality relationships.

Detailed Description/Instructions: Students will understand the difference between Growth and Fixed Mindset. Students will identify scenarios of how to use growth mindset and will understand the impact of practice, learning from mistakes, study skills, and making good choices in all situations.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: SOS Myths or Facts Activity

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- Evaluate coping skills to manage life-changing events.
- Identify thoughts and feelings and how they relate to self-concept.
- Recognize peer influence on risk-taking behaviors and consequences.

Supporting:
- Utilize a portfolio of middle school/jr. High school academic and work experience.
- Apply strategies related to personal safety issues.
- Exhibit an awareness of personal responsibility in conflict situations.
- Consistently apply a system of study skills and test-taking behaviors and consequences.

- Self assess interpersonal skills that will help maintain quality relationships.

Detailed Description/Instructions: Hand out the "Myth or Fact" worksheet to students who will work in pairs to determine whether the statement relating to depression and/or suicide is a myth or a fact. The students will then provide reasoning as to how they reached their conclusion. After all students have completed their worksheets, review each myth or fact and as a group using the implementer answer key and talking points provided. Resources (myth or fact worksheet and implementer answer key) located in the Counselor and Social Worker Resources Schoology Group in the Middle School Counseling Curriculum folder.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario
Students will create a PSA (Public Service Announcement) using knowledge from Unit 1 Topics to create an anti-bullying message.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Social Justice	Olweus Scenario Role Identification	Counselors will review different roles students play and how they impact their school community. Students will apply this knowledge through application using different scenarios. (Examples of roles would be bystander, bully, passive bystander, etc.) Students will understand how to cope with specific situations, the differences of peer conflict and bullying, and the reporting process in their school.	1 class period
Interpersonal Awareness	Self-Awareness/ Relationships with Peers	The counselor will engage students in reflecting on how their choices affect how they see themselves and interact with others. How peer influence impacts choices and decision making and looking at ways this happens at school, at home, and in the community.	1 class period
Self-Care	Growth Mindset	Students will understand the difference between Growth and Fixed Mindset. Students will identify scenarios of how to use growth mindset and will understand the impact of practice, learning from mistakes, study skills, and making good choices in all situations.	1 class period
Self-Care	Myth or Fact	Hand out the "Myth or Fact" worksheet to students who will work in pairs to determine whether the statement relating to depression and/or suicide is a myth or a fact. The students will then provide reasoning as to how they reached their conclusion. After all students have	1 class period

		completed their worksheets, review each myth or fact and as a group using the implementer answer key and talking points provided. Resources (myth or fact worksheet and implementer answer key) located in the Counselor and Social Worker Resources Schoology Group in the Middle School Counseling Curriculum folder.	

Unit 2: College and Career Readiness

Subject: Counseling
Grade: 8
Name of Unit: College and Career Readiness
Length of Unit: 3 class periods
Overview of Unit: Students will prepare themselves for College and Career Readiness by exploring careers and creating a portfolio in Naviance. Students will also prepare a personal plan of study for transition to high school.

Priority Standards for unit:
- Design a Personal Plan of Study.
- Consistently apply a self-management system to promote academic success.
- Identify the information and skills necessary to transition to high school.
- Develop an educational and career plan based on current interests, strengths, and limitations.
- Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
- Identify the information and skills necessary to transition to high school.

Supporting Standards for unit:
- Utilize a portfolio of middle school/jr. high school academic and work experience.
- Compare personal interests with information about careers and education.
- Identify the training and education required for occupations in career paths of interest.
- Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.
- ISTE-EMPOWERED LEARNER1.A - articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- ISTE-EMPOWERED LEARNER1.C - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE-DIGITAL CITIZEN.2.D - manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
- ISTE-KNOWLEDGE COLLECTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a Personal Plan of Study.	Design	Create	4
a self-management system to promote academic success	Apply	Apply	4
the information and skills necessary to transition to high school.	Identify	Analyze	2
an educational and career plan based on current interests, strengths, and limitations.	Develop	Create	4
a variety of resources to aid in career exploration and planning now and in the future.	Identify/Explore	Analyze	3
the information and skills necessary to transition to high school.	Identify	Analyze	2

Essential Questions:
1. How will students understand and analyze their portfolio results from Naviance?
2. What information will students need to create their 4-year Personal Plan of Study? How will Naviance results and information help assist in choosing courses of study and personal goals for high school?

Enduring Understanding/Big Ideas:
1. Students will show understanding of their Naviance portfolio by using assessment results to focus on their strengths and weaknesses.
2. Students will use assessment details, in Naviance, to make proper decisions when creating their 4-year Personal Plan of Study.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Plan of Study graduation requirements course sequence Prerequisite CCR Resume Credits Elective	Cluster Finder Holland Codes Career Key Naviance Portfolio

Topic 1: Naviance

Engaging Experience 1
Title: EXPLORE results review
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- Consistently apply a self-management system to promote academic success.
- Identify the information and skills necessary to transition to high school.

Supporting:
- ISTE-EMPOWERED LEARNER1.C - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE-KNOWLEDGE COLLECTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions: The counselor will disseminate all Explore results to students individually explaining the importance of the assessment and how assessments can impact their future. The counselor will share benchmarks of where students should be and discuss test taking skills that will assist them in high school.
Bloom's Levels: 2
Webb's DOK: 3

Engaging Experience 2
Title: Updating Naviance information for 8th grade
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- Identify the information and skills necessary to transition to high school.
- Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
- Identify the information and skills necessary to transition to high school.

Supporting:
- Utilize a portfolio of middle school academic and work experience.
- Compare personal interests with information about careers and education.
- Identify the training and education required for occupations in career paths of interest.

- Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.
- ISTE-EMPOWERED LEARNER1.A - articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- ISTE-EMPOWERED LEARNER1.C - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE-DIGITAL CITIZEN.2.D - manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
- ISTE-KNOWLEDGE COLLECTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions: Students will continue to develop their portfolio in Naviance using their Career Key and Cluster Finder results. Students will understand each student has different results based on their own interests.

Bloom's Levels: 3

Webb's DOK: 3

Topic 2: Personal Plan of Study

Engaging Experience 1
Title: High School Terminology
Suggested Length of Time: 1 class period
Standards Addressed
> *Priority*:
> - Identify the information and skills necessary to transition to high school.
>
> *Supporting*:
> - ISTE-EMPOWERED LEARNER1.A - articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Detailed Description/Instructions: Students will complete a 4-year plan of study to meet graduation requirements. Students will enroll into high school based on previous classes and grades. They will understand specific terms GPA, graduation credit requirements, high school scheduling, and college preparatory courses.
Bloom's Levels: 3
Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will create and individualize their portfolio in Naviance. They will analyze the data from previous career assessments and include information based on their results.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Naviance	EXPLORE Results Review	The counselor will disseminate all Explore results to students individually explaining the importance of the assessment and how assessments can impact their future. The counselor will share benchmarks of where students should be and discuss test taking skills that will assist them in high school.	1 class period
Naviance	Updating Naviance information for 8th grade	Students will continue to develop their portfolio in Naviance using their Career Key and Cluster Finder results. Students will understand each student has different results based on their own interests.	1 class period
Personal Plan of Study	High School Terminology	Students will complete a 4-year plan of study to meet graduation requirements. Students will enroll into high school based on previous classes and grades. They will understand specific terms GPA, graduation credit requirements, high school scheduling, and college preparatory courses.	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.