



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th 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 6th grade students are provided the foundational tools to help promote emotion regulation, interpersonal relationships, and self-care through a variety of activities focusing on healthy decision making and coping skills. Students will be introduced to the Naviance program and begin building their college and career readiness portfolio which will follow them throughout their secondary school career.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
4-5 class periods	Personal/ Social Skill Development	Topic 1: Emotion Regulation Topic 2: Interpersonal Relationships Topic 3: Self-Care
6-7 class periods (3 direct counselor contact, 3-4 building wide)	College and Career Readiness	Topic 1: Career Exploration and Inquiry Topic 2: College Exploration and Inquiry

Curriculum Revisions

Spring, 2019

Unit 1

- Revised Topic 1: Engaging Experience 1 to address feeling identification and symptoms of depression

Year in Review

Quarter 1:

Career Cluster Finder

Feeling Identification & Emotional Regulation

Quarter 2:

Naviance College Exploration

Scenarios & T Chart

Quarter 3:

7th Grade Enrollment Process

Mindset Collages

Quarter 4:

Career Day

Journaling

PSA

Throughout the year-

Review of CCR data

Naviance portfolio

Unit 1: Personal/Social Skill Development

Subject: Counseling

Grade: 6

Name of Unit: Personal/Social Skill Development

Length of Unit: 4 class periods (Engaging Scenario to be done in May through Life Ed)

Overview of Unit: Students will explore, identify, and practice healthy emotion regulation skills, interpersonal relationship skills, and self-care skills to enhance their overall life success.

Priority Standards for unit:

- Apply problem-solving and conflict- resolution skills to new challenges.
- Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.
- Identify and develop strategies to promote acceptance and respect in the school and community.
- Review and revise strategies to cope with life-changing events.
- Identify interpersonal skills needed to maintain quality relationships.
- Identify behaviors that compromise personal safety of self and others.
- Demonstrate skills needed to participate in team building.

Supporting Standards for unit:

- Identify individual strengths and areas for personal growth and good citizenship.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- 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.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
problem-solving and conflict- resolution skills to new challenges	Apply	Apply	4
problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations	Identify	Remember	1
Strategies to promote acceptance and respect in the school and community	Identify	Remember	1
Strategies to promote acceptance and respect in the school and community	Develop	Create	3
Strategies to cope with life-changing events	Review	Remember	2
Strategies to cope with life-changing events	Revise	Understand	3
interpersonal skills needed to maintain quality relationships	Identify	Remember	1
behaviors that compromise personal safety of self and others	Identify	Remember	1
skills needed to participate in team building	Demonstrate	Apply	2

Essential Questions:

1. How can I manage my emotions in a healthy way?
2. Why is it important to have healthy relationships with others?
3. How do I take care of myself?

Enduring Understanding/Big Ideas:

1. I can stay calm, positive and safe.
2. It is a life skill to be able to work with others. To care about others and be cared for helps me to be successful throughout life.
3. I know how to cope with stress to be the best I can be.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Conflict resolution Problem solving skills Empathy Cooperation Depression	Emotion regulation Coping skills Interpersonal relationships Positive relationships Mindfulness Growth mindset

Topic 1: Feeling Identification & Emotional Regulation

Engaging Experience 1

Title: Feeling Identification & Emotional Regulation

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Identify behaviors that compromise personal safety of self and others.
- Review and revise strategies to cope with life-changing events.
- Identify interpersonal skills needed to maintain quality relationships.
- Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

Supporting:

- Identify individual strengths and areas for personal growth and good citizenship.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Begin the lesson by asking students to name various feelings, they have felt recently. Briefly teach the difference between feeling sad and depressed. *Use the SOS Middle School Newsletter (page 1 only) to discuss what depression is and is not, as well as the “ACT” acronym. Next, students will create or be provided with role playing situations. Students will identify and define various emotions present in the role play. Students will brainstorm how they would healthily react given a challenging emotional situation. Students will then work in small groups and perform the role play for the class.

Bloom’s Levels: Apply & Create

Webb’s DOK: 4

*Resources located in the Counselor and Social Worker Resources Schoology Group in the Middle School Counseling Curriculum folder.

Topic 2: Interpersonal Relationships

Engaging Experience 1

Title: Scenarios

Suggested Length of Time: 1/2 class period

Standards Addressed

Priority:

- Identify and develop strategies to promote acceptance and respect in the school and community.
- Identify interpersonal skills needed to maintain quality relationships.
- Demonstrate skills needed to participate in team building.

Supporting:

- Identify individual strengths and areas for personal growth and good citizenship.
- 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.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- 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.

Detailed Description/Instructions: Students will be put in groups of 3-4. Students will be provided a certain scenario. Students will then define how the person in their scenario was feeling by identifying specific emotions. Students will then relate to a time they were feeling that way.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Quality T Chart

Suggested Length of Time: 1/2 class period

Standards Addressed

Priority:

- Identify interpersonal skills needed to maintain quality relationships.
- Demonstrate skills needed to participate in team building.

Supporting:

- Identify individual strengths and areas for personal growth and good citizenship.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students will title a T Chart with “healthy” and “unhealthy”. Students will then independently fill out the T Chart with 5 examples of each. Students will then pair up and compare the T Charts, adding any other examples they wish. Students will independently describe in a short paragraph a quality friendship. Students will write one goal/characteristic they will work on this year to become a more quality friend.

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Topic 3: Self-care

Engaging Experience 1

Title: Mindset Collages

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Apply problem-solving and conflict-resolution skills to new challenges.
- Review and revise strategies to cope with life changing events.
- Identify interpersonal skills needed to maintain quality relationships.
- Identify and develop strategies to promote acceptance and respect in the school and community.

Supporting:

- Identify individual strengths and areas for personal growth and good citizenship.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Give examples of closed and growth mindset. Have students identify examples of both. Write a definition as a class for both types of mindset. Have students create a collage using current magazines to show examples of growth and closed mindset.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Journaling

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Apply problem-solving and conflict-resolution skills to new challenges.
- Identify problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Identify behaviors that compromise personal safety of self and others.
- Review and revise strategies to cope with life changing events.

Supporting:

- Identify individual strengths and areas for personal growth and good citizenship.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Start the experience with a visual symbolization of stress (balloon, cup overflowing, etc.). Provide students with 5 coping skills to help manage stress and practice those as a class. Students may then identify 3 skills that they will practice using daily over the next 2 weeks. Provide a google doc journal page. Have students journal their experience over the next 2 weeks and share it with you. Close with a mindfulness activity the class participates in as a whole.

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.)

Students will create their own 2 min PSA video including 1 tip from each topic. The top PSA per team will be shared on the school announcements.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Emotion Regulation	Feeling Identification & Emotional Regulation	<p>Begin the lesson by asking students to name various feelings, they have felt recently. Briefly teach the difference between feeling sad and depressed. *Use the SOS Middle School Newsletter (page 1 only) to discuss what depression is and is not, as well as the “ACT” acronym. Next, students will create or be provided with role playing situations. Students will identify and define various emotions present in the role play. Students will brainstorm how they would healthily react given a challenging emotional situation. Students will then work in small groups and perform the role play for the class.</p>	1 class period
Interpersonal Relationships	Scenarios	<p>Students will be put in groups of 3-4. Students will be provided a certain scenario. Students will then define how the person in their scenario was feeling by identifying specific emotions. Students will then relate to a time they were feeling that way.</p>	½ Class Period
Interpersonal Relationships	Quality T Chart	<p>Students will title a T Chart with “healthy” and “unhealthy”. Students will then independently fill out the T Chart with 5 examples of each. Students will then pair up and compare the T Charts, adding any other examples they wish. Students will independently describe in a short paragraph a quality friendship. Students will write one goal/characteristic they will work on this year to become a more quality friend.</p>	½ Class Period

Self-care	Mindset Collages	<p>Give examples of closed and growth mindset. Have students identify examples of both. Write a definition as a class for both types of mindset. Have students create a collage using current magazines to show examples of growth and closed mindset.</p>	1 Class Period
Self-care	Journaling	<p>Start the experience with a visual symbolization of stress (balloon, cup overflowing, etc.). Provide students with 5 coping skills to help manage stress and practice those as a class. Students may then identify 3 skills that they will practice using daily over the next 2 weeks. Provide a google doc journal page. Have students journal their experience over the next 2 weeks and share it with you. Close with a mindfulness activity the class participates in as a whole.</p>	1 Class Period

Unit 2: College/Career Readiness

Subject: Counseling

Grade: 6th

Name of Unit: College/Career Readiness

Length of Unit: 6-7 class periods total (3 class periods of counselor instruction, 3/4 class periods of building wide activities)

Overview of Unit: Students will be introduced to the Naviance career exploration program and begin building their college and career readiness portfolio which will follow them throughout their secondary school career.

Priority Standards for unit:

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

Supporting Standards for unit:

- Develop a resume of work experiences for home and school.
- Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
- Recognize non-traditional work roles.
- Evaluate career and educational information resources.
- Compare different types of post- secondary training and education as they relate to career choices.
- EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
current interests, strengths, and limitations to guide individual career exploration.	Use	Apply	3

Essential Questions:

1. How can I start to identify potential career options?
2. How can I start to identify potential postsecondary options?
3. How do personal plans of study help me to prepare for my future?

Enduring Understanding/Big Ideas:

1. I can match my personal skills and interests to different careers.
2. I can research the different types of colleges that exist. I can connect what I do in school to future college success.
3. Personal plans of study help me select the correct classes to be ready for college and career choices in the future.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Exploration Inquiry College and Career Readiness Personal mission statement	Career Career clusters Personal plan of study Post-secondary

Topic 1: Career Exploration and Inquiry

Engaging Experience 1

Title: Career Cluster Finder

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Use current interests, strengths, and limitations to guide individual career exploration

Supporting:

- Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future
- Evaluate career and educational information resources.
- Compare different types of post- secondary training and education as they relate to career choices.
- EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- 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 complete the Career Cluster Finder in Naviance.

- Note—Direct counselor contact

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Career Day

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Use current interests, strengths, and limitations to guide individual career exploration

Supporting:

- Evaluate career and educational information resources
- Compare different types of post- secondary training and education as they relate to career choices.

Detailed Description/Instructions: Speakers from different career areas present to students about their careers, with an emphasis on training and education for that job, and basic skills needed for that job. Students will have an opportunity to ask questions.

- Note—non-counselor contact. (Career fair is organized by committee, overseen by counseling department)

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: College Exploration and Inquiry

Engaging Experience 1

Title: Naviance College Exploration

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

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

Supporting:

- Compare different types of post- secondary training and education as they relate to career choices.
- Evaluate career and educational information resources
- Recognize non-traditional work roles
- EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- 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 college information in Naviance.

Students are guided to be mindful of career clusters find results and career goals and use this information to guide college exploration. Students will add colleges to their Naviance portfolio list. Students will journal about their experience.

- Note—Direct counselor contact

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Personal Plan of Study

Engaging Experience 1

Title: Review of personal College and Career Readiness (CCR) Data

Suggested Length of Time: Minimum of 1 time per year; Semester or quarterly pending availability of data

Standards Addressed

Priority:

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

Supporting:

- Evaluate career and educational information resources.
- Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future
- Compare different types of post- secondary training and education as they relate to career choices

Detailed Description/Instructions: Students meet individually with a staff member a minimum of once per school year to review their personal CCR data. Students discuss personal college and career goals

- Note—non-counselor contact—Homebase teachers review data with individual students during a homebase period

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: 7th grade enrollment process

Suggested Length of Time: 1 Week Total; 1 class period for enrollment

Standards Addressed

Priority:

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

Supporting:

- Evaluate career and educational information resources.
- Compare different types of post- secondary training and education as they relate to career choices.
- Develop a resume of work experiences for home and school.

Detailed Description/Instructions: Students select classes for 7th grade. All school announcement explaining process. Information given to students and parents and given approximately one week to evaluate and make course selections. Students return enrollment choices to school. Students have 1 class period to enter course selections.

- Note—Direct counselor contact

Bloom's Levels: Apply

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 build a portfolio in Naviance Family Connections as they complete tasks throughout the year.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career Exploration and Inquiry	Career Cluster Finder	Students will complete the Career Cluster Finder in Naviance.	1 class period
Career Exploration and Inquiry	Career Day	Speakers from different career areas present to students about their careers, with an emphasis on training and education for that job, and basic skills needed for that job. Students will have an opportunity to ask questions.	1-2 class periods
College Exploration and Inquiry	Naviance College Exploration	Students will explore college information in Naviance. Students are guided to be mindful of career clusters finder results and career goals and use this information to guide college exploration. Students will add colleges to their Naviance portfolio list. Students will journal about their experience.	1 class period
Personal Plan of Study	Review of personal CCR data	Students meet individually with a staff member a minimum of once per school year to review their personal CCR data. Students discuss personal college and career goals.	Minimum of 1 time per year; semester or quarterly pending availability of data
Personal Plan of Study	7th Grade Enrollment Process	Students select classes for 7th grade. All school announcement explaining process. Information given to students and parents and given approximately one week to evaluate and make course selections. Students return enrollment choices to school. Students have 1 class period to enter course selections.	1 week total; 1 class period for enrollment

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.