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:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 class periods</td>
<td>Personal/Social Skill Development</td>
<td>Topic 1: Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Self-Care</td>
</tr>
<tr>
<td>2-3 class periods</td>
<td>College and Career Readiness</td>
<td>Topic 1: Personal College and Career Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: College and Career Exploration</td>
</tr>
</tbody>
</table>
Year in Review

**Quarter 1:**
T chart peer conflict lesson
Career key, compare career key to cluster finder, explore career tab and add career preference to portfolio

**Quarter 2:**
Career day exploring career
Lesson on Roadtrip Nation and modify career preferences in portfolio
Coping skills/ self-care lesson

**Quarter 3:**
Academic class meeting/lesson, review CCR index add academic goal to family connection portfolio
Enrollment and academic planning

**Quarter 4:**
Review interpersonal skills and self-care/coping skills and engaging scenario for unit 1
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.

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

**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual differences</td>
<td>Social skills</td>
</tr>
<tr>
<td>Peer conflict</td>
<td>Bullying</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>Self-concept</td>
</tr>
<tr>
<td></td>
<td>Coping skills</td>
</tr>
<tr>
<td></td>
<td>Mindfulness</td>
</tr>
<tr>
<td></td>
<td>Growth/fixed mindset</td>
</tr>
</tbody>
</table>
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.
- 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.
**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 this challenges in a healthy manner.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4
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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Relationships</td>
<td>Conflict Resolution T-Chart</td>
<td>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 this challenges in a healthy manner.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Self-Care</td>
<td>Coping Skills/ Self-Care Skills</td>
<td>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.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 2: College and Career Readiness

Subject: Counseling  
Grade: 7  
Name of Unit: College and Career Readiness  
Length of Unit: 2-3 class periods  
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.
Unwrapped Concepts (Students need to know)

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

**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College and Career Ready</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness Index</td>
</tr>
<tr>
<td></td>
<td>Personal Planning</td>
</tr>
<tr>
<td></td>
<td>Career Key</td>
</tr>
<tr>
<td></td>
<td>Career Paths/Career Clusters</td>
</tr>
</tbody>
</table>
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 Family Connection. 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
Engaging Experience 1
Title: Family Connection 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, Roadtrip Nation and the college tab. They will enter into their Family Connection portfolio some top career interests and notes regarding the relevance and requirements of those careers.

Bloom’s Levels: Apply
Webb’s DOK: 2
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 family connections.

Bloom’s Levels: Apply
Webb’s DOK: 2
**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 Family Connection portfolio.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal College and Career Inquiry</td>
<td>Career Exploration</td>
<td>Have students take the Career Key assessment in Family Connection. 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.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>College and Career Exploration</td>
<td>Family Connection Exploration</td>
<td>Students will explore career tab and career options, Roadtrip Nation and the college tab. They will enter into their Family Connection portfolio some top career interests and notes regarding the relevance and requirements of those careers.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Personal and Academic Planning</td>
<td>Academic Success and Planning</td>
<td>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 family connections.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
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.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.