Allamuchy Township School
Allamuchy, New Jersey

Guidance Curriculum and Program Grades K- 8
CURRICULUM GUIDE DRAFT

November 2019

Mr. Joseph E. Flynn, Superintendent

Developed by:
Mrs. Julie Profito

This curriculum may be modified through varying techniques, strategies
and materials as per an individual student's Individualized Education Plan (IEP).

Approved by the Allamuchy Township School Board of Education

At the regular meeting held on

September 2019
And
Aligned with the National School Counselor Domains and Standards

ALLAMUCHY TOWNSHIP PUBLIC SCHOOLS
GUIDANCE CURRICULUM
& PROGRAM TABLE OF CONTENTS

GUIDANCE CURRICULUM

Elementary School / Middle School
- Individual and Group Counseling (K-8)
- Character Counts/Character Education (K-8)
- Caterpillar Club (K-4)
- Guidance Classroom Activities (K-8)
- Career Awareness (K-8)

GUIDANCE PROGRAM

Elementary School/ Middle School
- School Anti-Bullying Specialist
- Chair of School Safety Committee/ Olweus Bullying Prevention Program
- Respect Week
- Member of RTI/504 Committees
- Member of the Crisis Management Committee
- Risk Analyst
- National Violence Awareness/Red Ribbon Week
- Referrals to outside agencies
- Staff Consultations
- Parent Conferences
- Elementary/Middle School Guidance Website
- Character Counts Facilitator
- New Student Meetings
- Crisis Management
- HIB Education
- High School Scheduling Process
- Academic Conferences
- Social Skill Facilitator
- Second Step Program Coordinator (SEL)

Program: Individual and Group Counseling

Individual, group, and ad hoc counseling are provided to students throughout the school year. Individual counseling and group counseling attempt to help children develop coping skills, resolve behavioral issues, and foster their social and emotional development. Counselors work together with faculty, administration, and parents to help children attain their personal goals. Children may be referred for individual counseling or group counseling by their teachers, parents, RTI committee, or other staff members.

Stage 1: Desired Results	
Core Content Curriculum Numbers and Strands for Career Education Standards	**National School Counselor Domains & Standards**
STANDARD 9.1- 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and program-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	**Academic Development Domain** **Standard A**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. **Standard B**: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community.
Strand A. Critical Thinking and Problem Solving: **9.1.4.A.1:** Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. **9.1.4.A.2**: Evaluate available resources that can assist in solving problems. **9.1.4.A.5:** Apply critical thinking and problem-solving skills in classroom and family settings.	
Strand B. Creativity and Innovation: **9.1.4.B.1**: Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.	**Personal/Social Development Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills.
Strand C. Collaboration, Teamwork and Leadership: **9.1.4.C.1:** Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).	
Strand D. Cross- Cultural Understanding and Interpersonal Communication: **9.1.4.D.2:** Express needs, wants, and feelings appropriately in various situations. **9.1.4.D.3:** Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.	**Career Development Domain** **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction. **Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work.
Strand E. Communication and Media Fluency: **9.4.1.E.1:** Explain how digital media are used in daily life in a variety of settings. **9.1.4.E.3:** Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. **9.1.4.E.4:** Explain why some uses of media are unethical.	
Strand F. Accountability, Productivity, and Ethics: **9.1.4.F.2:** Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. **9.1.4.F.3:** Explain the importance of understanding and following rules in family, classroom, and community settings.	

STANDARD 9.3 - Career Awareness, Exploration and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. **Strand A. Career Awareness:** **9.3.4.A.1:** Identify reasons why people work and discuss how work can help a person achieve personal goals. **9.3.4.A.2:** Identify various life roles and civic work-related activities in the school, home, and community. **9.3.4.A.3:** Appraise personal likes and dislikes and identify careers that might be suited to personal likes. **9.3.4.A.6:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.	

Stage 2: Evidence of Understanding

Allamuchy Township Benchmarks

Students will show evidence of:
- Problem solving and conflict resolution skills when having difficulties with peers and adults
- Calming strategies when feeling anxious
- The ability to use coping skills in both academic and social settings
- Improved social and emotional competencies, self-understanding, individual responsibility, and self-control when faced with various issues
- Identifying problems as well as the means by which to reach viable solutions
- The ability to cooperate with others and accept the consequences of their behaviors
- Improved communication skills that contribute to both academic development and the avoidance and resolution of conflicts
- The development of decision-making and goal-setting skills
- Enhanced self-esteem and confidence that will contribute to academic and social development
- Knowledge of what constitutes harassment, intimidation, or bullying as well as effective strategies in dealing with specific situations
- Developing the ability to brainstorm as a means of reaching a compromise and avoiding conflicts
- Exploring careers and raising career awareness

Stage 3: Learning Plan

Description of Activity:
The individual counseling session addresses the social, academic, and emotional needs of a student. Utilizing therapeutic play techniques such as structured and unstructured games, educational and entertaining books, focused discussion, and other pertinent activities, students will be able to focus on the following: interpersonal issues and social/emotional learning, problem-solving skills, coping strategies, communication skills, self-esteem, tragic loss, feelings, anti-bullying strategies, study skills, and other issues that impact the ability of a student to learn and attain his/her potential in school.

The group counseling session may include up to six students. Through a variety of counseling based activities and group discussion, students will focus on a number of areas including the following: making friends, cooperating with others, following directions, managing impulsive behaviors, expressing both positive and negative feelings in an appropriate manner, making informed decisions and wise choices, learning responsible behaviors, and building- self-esteem.

Students may be referred to individual counseling and group counseling sessions by their teacher, parent, RTI committee, school nurse and other professional staff members. Parental permission/notification is established for consecutive individual and group counseling sessions.
Individual and group counseling sessions are short-term and not therapy based. When needed, referrals and additional information regarding outside agencies and resources can be provided.

Ad hoc individual and group counseling is also part of the counseling program. If this results in additional sessions, parental permission will be gained.

Resources:
1. Counseling referral forms for both individual and group counseling.
2. A variety of counseling games/activities and books are utilized for the purpose of helping students with social, emotional, and/or academic issues they may be experiencing.

Program: Character Education Classes

Character Education classes are developmental and proactive, focusing on character education, social/emotional learning, conflict resolution, harassment, and bullying and career awareness are an integral part of the character education program. These classes focus on the development of positive character traits; such as, good citizenship, responsibility, respect, empathy, fairness, caring, and trustworthiness. Character Education classes are conducted by the school counselor for grades kindergarten through grade 5 throughout the school year in Mountain Villa School and Allamuchy Township School. The classes are 35-40 minutes in length on a rotation throughout the school year.

Stage 1: Desired Results	
Core Content Curriculum Number and Strands for Career Education Standards	**National School Counselor Domain & Standards**
Strand A. Critical Thinking and Problem Solving: **9.1.4.A.1:** Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. **9.1.4.A.5:** Apply critical thinking and problem-solving skills in classroom and family settings. **Strand B. Creativity and Innovation:** **9.1.4.B.1:** Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. **Strand C. Collaboration, Teamwork and Leadership:** **9.1.4.C.1:** Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). **Strand D. Cross-Cultural Understanding and Interpersonal Communication:** **9.1.4.D.2:** Express needs, wants, and feelings appropriately in various situations. **9.1.4.D.3:** Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. **Strand E. Communication and Media Fluency:** **9.1.4.E.1:** Explain how digital media are used in daily life in a variety of settings. **9.1.4.E.3:** Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. **9.1.4.E.4:** Explain why some uses of media are unethical. **Strand F. Accountability, Productivity, and Ethics:** **9.1.4.F.2:** Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability, productivity, and collaboration. **9.1.4.F.3:** Explain the importance of understanding and following rules in family, classroom, and community settings. **Standard 9.3 Career Awareness, Exploration and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	**Standard B**: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community. **Personal/Social Development Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills. **Career Development Domain** **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Standard C**: Students will understand the relationship between personal qualities, education, training and the world of work.

Strand A. Career Awareness:
9.3.4.A.1: Identify reasons why people work and discuss how work can help a person achieve personal goals.
9.3.4.A.2: Identify various life roles and civic work-related activities in the school, home, and community.
9.3.4.A.3: Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
9.3.4.A.6: Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.

Stage 2: Evidence of Understanding

Allamuchy Benchmarks:

Students will show evidence of:
- Recognition of harassment, intimidation, and bullying situations
- Awareness of positive character traits, including: respect, citizenship, consideration, honesty, responsibility, fairness, empathy, and forgiveness
- Avoiding and resolving conflicts by means of using Second Step – Problem Steps
- Awareness friendship groups (both positive and negative effects)
- Improved self-esteem and confidence
- Improved self-understanding
- Enhanced decision-making skills and self-reflection
- Better communication skills
- Improved study skills
- Setting and achieving goals and career exploration
- Critical thinking skills and problem-solving skills

Stage 3: Learning Plan

Description of Activity:

Guidance classes begin the second week of September and continue throughout the school year.

Character Counts:
The Character Counts Program (Josephson Institute) focuses on a framework based on Six Character Traits (the six pillars of character).
- Section One: Character Counts and the School Community
- Section Two: Lesson Plans and activities for K-5
- Section Three: Lesson Plans and activities for grades 6-8

Red Ribbon Week (K-8)
Entire school community- Red Ribbon Week is devoted to awareness and prevention of drug and alcohol abuse. Classroom activities/lessons, bulletin boards, a Red Ribbon pledge, and Student Council run spirit days. Red Ribbon Week is in October.

Week of Respect (K-8)
Entire school community- A series of lessons and activities addressing the character education issues related to respect. This week takes place in October.

Violence Prevention Week (K-8)
Entire school community- This week is devoted to awareness and prevention of many dimensions of violence which include teasing, bullying, and harassment. Activities include classroom lessons and educational videos (grade level) for the entire student population.

Resources and Additional Personnel:

Suggested Resources:

Kindness/Caring
1. Kindergarten
   - Peanut Butter and Cupcake by Terry Border
     - o Making friends and showing kindness towards one another
   - The Monster Who Lost His Mean by Tiffany Strelitz Haber
     - o Students learn that kindness creates a better school culture, more friends and healthy relationships
2. First Grade
   - Happy Birthday Cupcake by Terry Border
     - o Help making a friend feel special
   - Llama Llama Time to Share by Anna Dewdney
     - o When students share, they foster a healthy classroom
3. Second Grade
   - Milk Goes to School by Terry Border
     - o Being kind ensures healthy friendships
   - Those Shoes by Maribeth Boelts
     - o Helping others shows kindness to others and oneself
   - Sandpipers Game by Charles Boyle
     - o When being kind, you are the best version of yourself and can do anything that you put your mind too
4. Third Grade
   - Peanut Butter and Jellyous by Michael Genhart
     - o Ensuring that we play with multiple friends and allow our friends to play with whomever they want. This allows for healthy relationships.
5. Fourth Grade
   - Worry Rock
     - o Be kind to our mind and body. Learn why we worry and healthy strategies for when we are worrying
6. Fifth Grade
   - The Family Treasure (Character Counts)
     - o Remaining calm when upset
   - The Ant and the Dove (Character Counts)
     - o To help each other out when we are in need. To be grateful for the assistance we all give
7. Sixth Grade
   - Dodgeball (Character Counts)
     - o Be a good sport and show support
8. Seventh Grade
   - Legend of the Panda (Once Upon a Time Story Telling)
     - o Kindness, courage, loyalty and grief
9. Eighth Grade
   - Hodja's feast (Once Upon a Time Story Telling)
     - o Generosity, kindness and helpfulness: not to judge by appearance alone

Respect
1. Kindergarten
   - Otis and the Scarecrow by Loren Long
     - o Learning that all friendships are different, and it is nice just to give company while respecting boundaries
   - Maya was Grumpy by Courtney Pipp-Mathur
     - o Respecting yourself and your own feelings. Ensuring respect is given to others no matter how you are feeling.
   - I'm Like You, You're Like Me by Cindy Gainer
2. First Grade
   - Nightsong by Loren Long and Ari Berk
     - o Learning to respect oneself and making healthy choices
   - The Colors of the Rainbow by Jennifer Moore-Mallinos
     - o Respect others by accepting those for themselves
3. Second Grade
   - The Adventures of Beekle- The Imaginary Friend by Dan Santat
     - o When you respect yourself, friendships will flourish

- Be a Giver
  - Helping others shows respect and kindness
4. Third Grade
  - Impatient Caterpillar by Ross Burach
    - Learning to wait patiently and quietly. How it shows respect of others
5. Fourth Grade
  - Strictly No Elephants by Lisa Mantchew
    - Always including everyone and accepting them for who they are
6. Fifth Grade
  - Wishes (Character Counts)
    - Keeping secrets can be unsafe and disrespectful.
7. Sixth Grade
  - Forgiving myself (Character building)
    - Respect for self
8. Seventh Grade
  - Respectful Listening (Character Counts)
    - How to be a good listener
9. Eighth Grade
  - Respect: No Taunting; Russian Proverb (Character Counts)
    - No taunting pledge

Responsibility
1. Kindergarten
  - The Smallest Girl in the Smallest Grade by Justin Roberts
    - We are all responsible for making the change we want to see in the world
  - Auto B Good Video on Tolerance
    - It is our responsibility to accept others as who they are and show them respect
2. First Grade
  - Camilla the Chameleon by Ethan Lons
    - It is our responsibility to be kind and include others
  - I am a Rainbow by Dolly Parton
    - We are responsible to identify our feelings and still show kindness and respect to others
3. Second Grade
  - Albert the Confused Manatee by Christopher Straub
    - It is our responsibility to help others when in need
  - Ish by Peter Renyolds
    - It is our responsibility to try our best and love what we can do
  - My teacher is a Monster By Peter Brown
    - We are responsible for ourselves and the actions we choose to make
4. Third Grade
  - Plankton is Pushy by Jonathan Fenski
    - It is our responsibility to set boundaries and respect other's boundaries
5. Fourth Grade
  - Bad Seed by Jory John
    - It is our responsibility to recognize our feelings and what we do with our feelings
6. Fifth Grade
  - Take out the Trash (Character Counts)
    - It is responsible to be kind and respectful and to use our manners
  - Icarus (Character Counts)
    - Being responsible for our actions and choices that we make. Thinking about the choice we are about to make and whether it is healthy
7. Sixth Grade
  - Quote Analysis: Turn Angry Wind into a Light Breeze by Brown (Character Counts)
    - Taking responsibility for your feelings
8. Seventh Grade
  - Quote Analysis: Shut off the bright light bulb of the mind by Vierdolff (Character Counts)
    - How we are responsible for our anger

- Responsibility for actions
  - Taking responsibility for your actions and knowing why it is important
9. Eighth Grade
- Quote Analysis: Anger is the wind that blows out the lamp of the mind (Character Counts)
  - Discussion of the metaphor "Lamp of the Mind"

Fairness
1. Kindergarten
- The Mine-O-Saur by Sudipta Rardhan- Quallen
  - Sharing is an important part of being friends
- The Little Puppy and the Big Green Monster by Mike Wohnoutka
  - It is fair to take turns and listen to what our friends have to say
2. First Grade
- If You Ever Want to Bring an Alligator to School- Don't by Elise Parsley
  - How our behavior can determine the outcome- If we are in control of our own classroom behavior, we can be fair to other students.
3. Second Grade
- Grumpy Cat by Brita Teckentrup
  - Are we being fair with our own feelings? We are allowed to feel how we feel, but still need to be fair with others.
4. Third Grade
- Sam and Dave Dig a Big Hole by Marc Barnett
  - When working together fairly, we all get along
5. Fourth Grade
- Half Full/Half Empty
  - We live a fairer life when we think positive rather than negative
6. Fifth Grade
- Violet and Lily (Character Counts)
  - When playing together, ensuring rules are followed and everyone is being kind
7. Sixth Grade
- Giving Her a Chance (Create a Culture of Kindness in the Middle School)
  - Learn about snap judgements and getting to know everyone before judging
8. Seventh Grade
- Coach Poggi's Golden Rule (Create a Culture of Kindness in the Middle School)
  - Ensuring all classmates have a fair chance with learning and feeling a part of something
- The Dignity Stance (Create a Culture of Kindness in the Middle School)
  - Being Fair to oneself and learning about the dignity stance
9. Eighth Grade
- Quote Analysis about Exclusion (Create a Culture of Kindness in the Middle School)
  - Learning about the brain and how it reacts when one is excluded and what happens to the body

Tolerance/Kindness
1. Kindergarten
- MLK- Tolerance
  - Working together while treating each other fairly
2. First Grade
- MLK- Tolerance
  - Working positively together as a team to get more done.
- Neither
  - Accepting others for who they are
3. Second Grade
- MLK-Tolerance
  - Always making the right choice and being a positive role model
- You Are (Not) Small
  - Recognizing who you are and accepting yourself for who you are
4. Third Grade
- Dreaming of Kind Words
  - Using kind words keeps positive school climate

5. Fourth Grade
- We Have Big Dreams
    - o Setting goals helps create a positive future and develop confidence
6. Fifth Grade
- Box of Dreams
    - o Setting goals helps create a positive future and develop confidence
7. Sixth Grade
- Changing Mindsets (Creating a Culture of Kindness)
    - o Compassion can transform people and their mindset
8. Seventh Grade
- Being Excluded (Creating a Culture of Kindness)
    - o Talking about the dangers of exclusion and using the protected classes as examples
9. Eighth Grade
- Shoes of Kindness (Creating a Culture of Kindness)
    - o Focuses on courage, compassion and kindness

Citizenship
1. Kindergarten
- Love Your World by Dawn Sirrett
    - o Loving the world around and becoming good citizens by recycling and reusing
- My Mouth is a Volcano by Julia Cook
    - o Using kind words and being responsible for what we say is good citizenship
2. First Grade
- We are Very Good Recyclers by Lauren Child
    - o Learning to recycle and the importance of recycling
3. Second Grade
- Joe Recycling by Ellie Bethel
    - o Learning to recycle and the importance of recycling. Learning what happens when we do not recycle
4. Third Grade
- What Do You Do With a Problem? By Kobi Yamada
    - o Working to find a solution to a problem, rather than giving up
5. Fourth Grade
- "Charity" - E is for Ethics by Ian James Corlett
    - o Volunteering and learning about service learning is important for the community and oneself
6. Fifth Grade
- Light Night Treats (Character Counts)
    - o Following the rules is showing good citizenship and keeps everyone safe
7. Sixth Grade
- Wrappers and Cans (Character Building)
    - o Learning to lead by example and doing the right thing
8. Seventh Grade
- Hurricane Help (Character Building)
    - o Learning about the importance of volunteering
9. Eighth Grade
- Reaching for the Moon (Once Upon a Time Storytelling)
    - o Leading with kindness vs. authoritarianism

Trust
1. Kindergarten
- Don't Go to school by Marie Zepf and Tarsila Kruse
    - o Trusting ourselves when trying new things
2. First Grade
- He came with the Couch by David Slonim
    - o What it means to be a loyal friend and someone that can be relied on
3. Second Grade
- I Will Never Get a Star on Mrs. Benson's Blackboard by Jennifer K. Mann
    - o Believing in oneself that anything can be possible, confidence in who one is

4. Third Grade
- Perfectly Percy by Paul Schmid
  - Believing in oneself to complete a task, finish a problem
5. Fourth Grade
- Lying Up a Storm by Julia Cook
  - Why it is important to tell the truth and what happens when you tell a lie
6. Fifth Grade
- Understanding Self-Worth (Character Counts)
  - Seeing value and worth in different areas of society are part of how we develop self-worth
7. Sixth Grade
- Loyalty Lesson (Character Counts)
  - Discussing what it means to be a loyal friend
8. Seventh Grade
- The Truth Needs No Rehearsal
  - Discussing why people lies
9. Eighth Grade
- Deceptive Behavior (Character Counts)
  - Learning the importance of telling the truth and not participating in pranks

Suicide Prevention
1. Kindergarten
- Cupcake the Unicorn's Many Disguises by Erikka Millar
  - Embracing one's uniqueness and loving yourself for who you are
2. First Grade
- I Can Handle It by Laurie Wright
  - Using mindful mantras and telling oneself that they can do the task at hand rather than giving up
3. Second Grade
- I'm Sad by Michael Ian Black
  - Understand that we can feel how we want to feel and know that we don't always know why we feel that way. That each feeling will past eventually
4. Third Grade
- The Color Monster by Anna Lewis
  - Exploring the many emotions that one may have
5. Fourth Grade
- The Judgemental Flower by Julia Cook
  - To think for oneself and not allow others to change what we believe
6. Fifth Grade
- Mindful Decision Making
  - To not be impulsive when making decisions and let our feelings make the decision. To take a breath and think about the right choice to make
7. Sixth Grade
- Exploring mindfulness and how it applies to stress
8. Seventh Grade
- Understanding peer pressure
9. Eighth Grade
- PowerPoint- suicide prevention presentation

School Safety
1. Kindergarten – Second Grade
- "Stop Picking On Me" (Sunburst Video)
  - There are four different situations that are displayed in this video. Each clip discusses what a student should and should not do in the situations. The video clarifies that the student should always make the right choices and keep themselves safe. It goes over: Ignore and walk away, use your words confidently, work together to tell someone to stop and get an adult for help.
2. Third Grade
- "Don't Be So Bossy" (Sunburst Video)
  - In this video, strong personalities are displayed and shows how students can navigate around these personalities.

3. Grade 4
   - "I'm Telling! A Tattler's Tale" (Sunburst Video)
     - o Knowing the difference between telling and tattling can be hard. This video clarifies the difference and explains when it is important to tell. Also, explains what tattling does to a relationship.
4. Grade 5
   - "Buzz, Buzz, Buzz: Did you Hear About…?" (Sunburst Video)
     - o This video demonstrates what happens when students participate in gossip and rumor spreading. It shows how students feel when they are subjected to it and why it is important to not participate.
5. Grade 6
   - "I Was Just Kidding! Learning About Harassment" (Sunburst Video)
     - o There are different types of harassment and this video goes over each one individually. The video also explains what to do when these behaviors occur.
6. Grade 7
   - "What Could You Do?" (YouthLight)
     - o Four different topics are demonstrated. Each topic goes through the situation and allows for student discussion. There are different endings so that students can see what their consequences are based off of their choices.
7. Grade 8
   - "Stop Verbal Bullying" (CWK Network)
     - o This video goes over different bullying situations and what the victim goes through during these situations. The reasoning behind this video is so that students can develop confidence and know what to do in these situations.

Extra Books
- Flora and the Flamingo by Molly Idle
- I am human by Susan Verde
- Don't Tell Lies, Lucy- A Cautionary Tale by Phil Roxbee Cox
- Squid and Octopus: Friends Always by Tao Nyeu
- Growth Mindset for Kids by Rich Unville

Red Ribbon Week
Entire school community- Resources vary based on the specific theme of the year.

Week of Respect
Entire school community- Various materials and adolescent literature are used inside the classroom.

Violence Prevention Week-
 Entire school community-Various resources and videos used to reinforce the message of safe schools

Program: Caterpillar Club

The Caterpillar Club consists of weekly support groups for children who are dealing with a recent change in their family life due to divorce, change of family arrangements, death, or any other significant loss. Caterpillar Club groups are facilitated by trained staff and are available for children in kindergarten through grade 4.

Stage 1: Desired Results	
Core Content Curriculum Number and Strands for Career Education Standards	**National School Counselor Domain & Standards**
STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and program-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **Strand A. Critical Thinking and Problem Solving:** **9.1.4.A.1:** Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. **9.1.4.A.5:** Apply critical thinking and problem-solving skills in classroom and family settings. **Strand B. Creativity and Innovation:** **9.1.4.B.1:** Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. **Strand C. Collaboration, Teamwork and Leadership:** **9.1.4.C.1:** Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). **Strand D. Cross-Cultural Understanding and Interpersonal Communication:** **9.1.4.D.2:** Express needs, wants, and feelings appropriately in various situations.. **9.1.4.D.3:** Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. **Strand E. Communication and Media Fluency:** **9.1.4.E.1:** Explain how digital media are used in daily life in a variety of settings. **9.1.4.E.4:** Explain why some uses of media are unethical. **Strand F. Accountability, Productivity, and Ethics** **9.1.4.F.3:** Explain the importance of understanding and following rules in family, classroom, and community settings. **Standard 9.3 Career Awareness, Exploration and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. **Strand A. Career Awareness:** **9.3.4.A.2:** Identify various life roles and civic work-related activities in the school, home, and community. **9.3.4.A.6:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.	**Academic Development Domain** **Standard A**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community. **Personal/Social Development Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills. **Career Development Domain** **Standard C**: Students will understand the relationship between personal qualities, education, training and the world of work.

Stage 2: Evidence of Understanding

Allamuchy Township Benchmarks:

Students will show evidence of:
- Developing the appropriate coping skills in order to deal with a loss in their lives
- Acquiring the ability to understand and express their feelings of loss and/or grief
- Feeling secure and accepted in a nurturing group situation
- Expanding upon their problem-solving skills in the context of their significant loss
- Increased self-understanding, self-esteem, and confidence when dealing with their feelings of loss and/or grief
- Being able to communicate in a small group setting while being respectful of the feelings of others

Stage 3: Learning Plan

Description of the Activity:

The counselor organizes and coordinates the Caterpillar Club program. Caterpillar Club groups are formed based on age and grade level. The children involved have all dealt with change or transition in their lives.

Resources and Additional Personnel:

This group counseling program is a curriculum-based program utilizing the Banana Splits curriculum and additional short stories which focus on transition, such as loss and life changes.

Caterpillar Club: Transition
Banana Splits (Interact): A school/parent program for children of divorce
- Elementary School section (K-5)
- Secondary School section (6-8)
- Parenting section
- Teacher section

Books about change and transition (suggested resources):
Empathy:
- How Do I Stand in Your Shoes by Susan DeBell, LPC, MA
  - A Story About Empathy
- Sorry I Forget to Ask by Julia Cook
  - A story about asking permission and making an apology

Resilience:
- A Flicker of Hope (K-4) by Julia Cook M.S. and Melissa Reeves Ph.D
  - Discussing the many different ways to ask for help
- Worry Says What? (K-4) by Allison Edwards
  - Helping students work with anxiety
- The Invisible String (K-4) by Patrice Karst
  - Helping students with anxiety
- Cake and Ice Cream (K-4) by M. Genhart
  - Managing anger and negative reactions
- A Blue Day for Kids (K-2) by B.T. Greive
  - Cheering yourself up when feeling down
- Mac and Geeeez (K-4) by M. Genhart
  - Interpersonal skills and temper control
- I'll Wait, Mr. Panda (K-2) by Steve Anthony
  - Patience and temper control
- Families, Families, Families (K-2) by S&M Lang
  - Family transition
- The Very Hungry Caterpillar by E. Carle
  - Life transition (K-2)

Books on grief and loss:

- My Heart hearts (K-4) by K. Jaggers LPC
  - A grief workbook for children who experienced a loss
- Mourning a Death in The Family by R. Kidde and A. Wilson
  - Family issues and You
    - Dealing with Death
    - Stages of Grief
    - Mourning a death of a pet
    - Losing a grandparent
    - Understanding Violent Deaths
    - Losing a sibling
    - Honoring the dead
    - Funerals and Services
    - Returning to everyday life

Program: Guidance Classroom Activities K-8

Throughout the school year, the counselors implement and coordinate several activities that are done within the classroom setting. These activities are meant for character building, self-awareness, and prevention.

Stage 1: Desired Results	
Core Content Curriculum Number & Strands for Career Education Standards	**National School Counselor Domain & Standards**
STANDARD 9.1-21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **Strand A. Critical Thinking and Problem Solving:** **9.1.8.A.1:** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. **9.1.8.A.2:** Implement problem-solving strategies to solve a problem in school or the community. **Strand B. Creativity and Innovation:** **9.1.8.B.1:** Use multiple points of view to create alternative solutions. **9.1.8.B.2:** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender specific, generational), and determine how the data can best be used to design multiple solutions. **Strand C. Collaboration, Teamwork and Leadership:** **9.1.8.C.1:** Determine an individual's responsibility for personal actions and contributions to group activities. **9.1.8.C.2:** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. **9.1.8.C.3:** Model leadership skills during classroom and extra-curricular activities. **Strand D. Cross-Cultural Understanding and Interpersonal Communication:** **9.1.8.D.1:** Employ appropriate conflict resolution strategies. **9.1.8.D.2:** Demonstrate the ability to understand inferences. **9.1.8.D.3:** Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. **Strand E. Communication and Media Fluency:** **9.1.8.E.4:** Determine the undesired consequences of unethical uses of media. **Strand F. Accountability, Productivity and Ethics:** **9.1.8.F.1:** Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. **9.1.8.F.3:** Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.	**Academic Development Domain** **Standard A**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community. **Personal/Social Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills.

Stage 2: Evidence of Understanding

Allamuchy Township Benchmarks:

Students will show evidence of:
- Understanding and accepting self and others
- Gaining and performing problem-solving skills
- Developing appropriate social interaction skills
- Developing safe anger management skills
- Calming strategies when feeling anxious
- The ability to use coping skills in both academic and social settings
- Improved self-understanding, individual responsibility, and self-control
- Strengthening self-esteem and confidence
- Making informed decisions
- The development of decision-making and goal-setting skills
- Knowledge of what constitutes harassment, intimidation, or bullying as well as effective strategies in dealing with specific situations
- Developing life skills, including the building blocks of good character
- Awareness of positive character traits; including, respect, citizenship, consideration, honesty, responsibility, fairness, empathy, and forgiveness
- Easing transitions

Stage 3: Learning Plan

Description of Activity:

Goal Setting – Finding your Direction
Grade 5- Once a year, the counselor leads classroom guidance activities for fifth graders. These are designed to help students to set goals for their school year and learn about setting expectations to achieve their goals.

The Olweus Bullying Prevention Program (Hazlelden) – K-8
This Bullying Prevention Program is a researched based program that focuses on three specific goals:
- To reduce existing bullying programs among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school

The program is designed for students in the elementary and middle schools. All students participate in aspects of the program while students identified as bullying others, or as targets, receive additional individualized interventions.

Other programs (Short-Term Ad Hoc):

NJCAP: The mission of the NJ Child Assault Prevention (CAP) project shall be to improve the quality of life for children in NJ by reducing the level of interpersonal violence through assault prevention.

- **NJCAP Workshops (Grades 1,3,5, and 7):**
  - Bullying Prevention, Cyber Empowerment, and Violence Prevention through conflict resolution
- **Program: LEAD (Grade 5):**
  - The Counselor and Principal coordinate with the local State police department and fifth grade teachers to bring the LEAD (drug prevention) program to Allamuchy Township.
  - Through coordination with the Hope State Police Department, the LEAD program is presented to fifth grade students over a ten-week period. At the conclusion of the program, the fifth graders graduate from LEAD.

Resources & Additional Personnel:

Goal Setting – Finding your Direction
- **Grade 5-**Handout and other guidance materials

The Olweus Bullying Prevention Program (Hazlelden) – K-8
- Schoolwide Guide: Provides step by step instructions on how to implement the program in the entire school setting.
- Teacher Guide: The primary school implementation tool for teachers and support staff.

NJCAP: njcap.org/warren-count-cap.project/
- NJCAP facilitators
- Hope State Police Department, Fifth grade teachers, Counselor, and Principal

Program: Career Awareness K-8

Throughout the year in each grade level, career awareness is addressed. The guidance department and teachers coordinate the career unit and it is brought to students inside their classrooms.

Stage 1: Desired Results	
Core Content Curriculum Number & Strands for Career Education Standards	**National School Counselor Domain & Standards**
STANDARD 9.1-21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	**Academic Development Domain** **Standard A**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
Strand A. Critical Thinking and Problem Solving: **9.1.8.A.1:** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. **9.1.8.A.2:** Implement problem-solving strategies to solve a problem in school or the community.	**Standard B**: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community.
Strand B. Creativity and Innovation: **9.1.8.B.1:** Use multiple points of view to create alternative solutions. **9.1.8.B.2:** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender specific, generational), and determine how the data can best be used to design multiple solutions.	**Career Development Domain** **Standard A**: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Standard B**: Students will employ strategies to achieve future career goals with success and satisfaction. **Standard C**: Students will understand the relationship between personal qualities, education, training and the world of work.
Strand C. Collaboration, Teamwork and Leadership: **9.1.8.C.1:** Determine an individual's responsibility for personal actions and contributions to group activities. **9.1.8.C.2:** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. **9.1.8.C.3:** Model leadership skills during classroom and extra- curricular activities.	**Personal/Social Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills.
Strand D. Cross-Cultural Understanding and Interpersonal Communication: **9.1.8.D.1:** Employ appropriate conflict resolution strategies. **9.1.8.D.2:** Demonstrate the ability to understand inferences. **9.1.8.D.3:** Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. **9.1.8.D.4:** Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.	
Strand E. Communication and Media Fluency: **9.1.8.E.1:** Explain how technology has strengthened the role of digital media in the global society. **9.1.8.E.2:** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. **9.1.8.E.3:** Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society.	

9.1.8.E.4: Determine the undesired consequences of unethical uses of media.

Strand F. Accountability, Productivity and Ethics:
9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.
9.1.8.F.3: Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.

STANDARD 9.3-Career Awareness, Exploration & Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment in the information age.

Strand B. Career Exploration:
9.3.8.B.1: Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
9.3.8.B.2: Identify common knowledge, skills, and abilities needed within the federal 16 Career Cluster Pathways.
9.3.8.B.3: Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
9.3.8.B.4: Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.
9.3.8.B.5: Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
9.3.8.B.6: Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.
9.3.8.B.7: Explain what is meant by "jobs" and "careers," and examine how each tends to be distributed regionally, nationally, and globally.
9.3.8.B.8: Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
9.3.8.B.11: Prepare a sample resume and cover letter as part of an application for part-time summer employment.
9.3.8.B.12: Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.
9.3.8.B.16: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.
9.3.8.B.17: Recognize that an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.3.8.B.18: Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).

Stage 2: Evidence of Understanding

Allamuchy Township Benchmarks:

Students will show evidence of:
- Understanding and accepting self and others
- Gaining and performing problem-solving skills
- Developing appropriate social interaction skills
- Developing safe anger management skills
- Calming strategies when feeling anxious
- The ability to use coping skills in both academic and social settings
- Improved self-understanding, individual responsibility, and self-control
- Strengthening self-esteem and confidence
- Making informed decisions
- The development of decision-making and goal-setting skills
- Knowledge of what constitutes harassment, intimidation, or bullying as well as effective strategies in dealing with specific situations
- Exploring careers, raising career awareness and lifelong learning
- Developing life skills, including the building blocks of good character

Stage 3: Learning Plan

Description of Activity:

The counselor coordinate classroom guidance activities focusing on career awareness. These activities focus on:
- Interests
- Career exploration
- Career families
- Relationships between education interest and careers
- Career fair classroom teacher

Resources & Additional Personnel:

Suggested Resources:
- Journeys to Jobs by D. Wosnik
  - Job Stories
  - Career Activities
  - Career Clusters
- Character & Career Connection by A.Murray M.E.D.
  - Connecting Character and Career
- Teaching Career Essentials by Lisa King
  - Career Exploration
  - Work Ethic
  - Self-Control
  - Teamwork
  - Organization
- Adolescent Career Development by J. Del Valle, C. Werner, and D. Rodriguez
  - You are Unique
  - You have Interests
  - Your Career Interests
  - You have Skills
  - Communication Empowers you
  - The Power of Goals
  - An Educated Future
  - The Journey Ahead

1. Kindergarten
   - Katie Kangaroo and Her Awesome Career Adventure
     - Learning about different careers that are possible by visiting different job locations

2. First Grade
   - Katie Kangaroo and Her Awesome Career Adventure
     - o Learning about different careers that are possible by visiting different job locations
3. Second Grade
   - Jobs A-Z
     - o Exploring different jobs and their requirements to be in that field
4. Third Grade
   - Career Exploration
     - o Learning about a variety of jobs and the education that is necessary
5. Fourth Grade
   - Career Exploration
     - o Learning about a variety of jobs and education that is necessary
6. Fifth Grade
   - Understanding different careers
     - o Learning about different career descriptions
7. Sixth Grade
   - Learning about job families (Jobs A-Z)
8. Seventh Grade
   - Creating a career interest tree
9. Eighth Grade
   - Done with 8th grade social studies curriculum/teacher
     - o Career fair

Program: Guidance Resources

The Guidance Office contains various resources that are valuable to students, staff, and parents. Such resources include handouts, pamphlets, bulletin boards, and our website.

Stage 1: Desired Results	
Core Content Curriculum Number & Strands for Career Education Standards	**National School Counselor Domain & Standards**
STANDARD 9.1-21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	**Academic Development Domain** **Standard A**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. **Standard B**: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community.
Strand A. Critical Thinking and Problem Solving: **9.1.8.A.1:** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills. **9.1.8.A.2:** Implement problem-solving strategies to solve a problem in school or the community.	
Strand B. Creativity and Innovation: **9.1.8.B.1:** Use multiple points of view to create alternative solutions. **9.1.8.B.2:** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender specific, generational), and determine how the data can best be used to design multiple solutions.	**Career Development Domain** **Standard A**: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Standard B**: Students will employ strategies to achieve future career goals with success and satisfaction. **Standard C**: Students will understand the relationship between personal qualities, education, training and the world of work.
Strand C. Collaboration, Teamwork and Leadership: **9.1.8.C.1:** Determine an individual's responsibility for personal actions and contributions to group activities. **9.1.8.C.2:** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. **9.1.8.C.3:** Model leadership skills during classroom and extra-curricular activities.	**Personal/Social Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills.
Strand D. Cross-Cultural Understanding and Interpersonal Communication: **9.1.8.D.1:** Employ appropriate conflict resolution strategies. **9.1.8.D.2:** Demonstrate the ability to understand inferences. **9.1.8.D.3:** Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.	
Strand E. Communication and Media Fluency: **9.1.8.E.4:** Determine the undesired consequences of unethical uses of media.	
Strand F. Accountability, Productivity and Ethics: **9.1.8.F.1:** Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. **9.1.8.F.3:** Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.	

STANDARD 9.3-Career Awareness, Exploration & Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment in the information age. **Strand B. Career Exploration:** **9.3.8.B.4:** Identify high school and county career and technical school courses and programs that support career or occupational areas of interest. **9.3.8.B.6:** Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities. **9.3.8.B.7:** Explain what is meant by "jobs" and "careers," and examine how each tends to be distributed regionally, nationally, and globally. **9.3.8.B.12:** Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant. **9.3.8.B.16:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income. **9.3.8.B.17:** Recognize that an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. **9.3.8.B.18:** Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).	

Stage 2: Evidence of Understanding

Allamuchy Township Benchmarks:

Students will show evidence of:
- Understanding and accepting self and others
- Gaining and performing problem-solving skills
- Appropriate social interaction skills
- Safe anger management skills
- Calming strategies when feeling anxious
- Improved self-understanding, individual responsibility, and self-control
- Strengthening self-esteem and confidence
- Making informed decisions
- Knowledge of what constitutes harassment, intimidation, or bullying as well as effective strategies in dealing with specific situations
- Developing life skills, including the building blocks of good character
- Awareness of positive character traits; including, respect, citizenship, consideration, honesty, responsibility, fairness, empathy, and forgiveness
- Easing transitions
- Drug and alcohol awareness

Stage 3: Learning Plan

Description of Activity:

A variety of counselor and CST (Child Study Team) handouts and pamphlets of interest are available in the guidance office as resources to staff, students, and families. The counselor also prepares bulletin boards supporting topics relevant to school counseling. In addition, the counselor maintains a website with information about the department and various links of interest.

Resources & Additional Personnel:

Various materials are used including those from the state and federal government, Community Prevention Resources, Perform Care,

2ndfloor.org, Family Guidance Center and more.

Program: Counseling Services

School counselors provide individual counseling on an ad-hoc basis throughout the course of the school year. Group counseling is provided by the school counselors. Student's progress notes provide feedback for teachers, parents and other staff.

Stage 1: Desired Results	
Core Content Curriculum Number & Strands for Career Education Standards	**National School Counselor Domain & Standards**
STANDARD 9.1-21ˢᵗ Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **Strand A. Critical Thinking and Problem Solving:** **9.1.8.A.1:** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. **9.1.8.A.2:** Implement problem-solving strategies to solve a problem in school or the community. **Strand B. Creativity and Innovation:** **9.1.8.B.1:** Use multiple points of view to create alternative solutions. **9.1.8.B.2:** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender specific, generational), and determine how the data can best be used to design multiple solutions. **Strand C. Collaboration, Teamwork and Leadership:** **9.1.8.C.1:** Determine an individual's responsibility for personal actions and contributions to group activities. **9.1.8.C.2:** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. **9.1.8.C.3:** Model leadership skills during classroom and extra-curricular activities. **Strand D. Cross-Cultural Understanding and Interpersonal Communication:** **9.1.8.D.1:** Employ appropriate conflict resolution strategies. **9.1.8.D.2:** Demonstrate the ability to understand inferences. **9.1.8.D.3:** Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. **Strand E. Communication and Media Fluency:** **9.1.8.E.1:** Explain how technology has strengthened the role of digital media in the global society. **9.1.8.E.2:** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. **9.1.8.E.4:** Determine the undesired consequences of unethical uses of media.	**Academic Development Domain** **Standard A**: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. **Standard B**: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. **Standard C**: Students will understand the relationship of academics to the world of work and to life at home and in the community. **Career Development Domain** **Standard A**: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Standard B**: Students will employ strategies to achieve future career goals with success and satisfaction. **Standard C**: Students will understand the relationship between personal qualities, education, training and the world of work. **Personal/Social Domain** **Standard A**: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Standard B**: Students will make decisions, set goals and take necessary action to achieve goals. **Standard C**: Students will understand safety and survival skills.

Strand F. Accountability, Productivity and Ethics: **9.1.8.F.1:** Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. **9.1.8.F.2:** Explain how rules, laws, and safety practices protect individual rights in the global workplace. **9.1.8.F.3:** Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.	
STANDARD 9.3-Career Awareness, Exploration & **Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment in the information age. **Strand B. Career Exploration:** **9.3.8.B.3:** Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection. **9.3.8.B.17:** Recognize that an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.	

Stage 2: Evidence of Understanding

Allamuchy Township Benchmarks:

Students will show evidence of:
- Understanding and accepting self and others
- Gaining and performing problem-solving skills
- Developing appropriate social interaction skills
- Developing safe anger management skills
- Calming strategies when feeling anxious
- The ability to use coping skills in both academic and social settings
- Improved self-understanding, individual responsibility, and self-control
- The development of decision-making and goal-setting skills
- Knowledge of what constitutes harassment, intimidation, or bullying as well as effective strategies in dealing with specific situations
- Exploring careers and raising career awareness

Stage 3: Learning Plan

Description of Activity:

Individual Counseling- provided on an ad-hoc basis. These sessions address various issues presented by the student. Topics such as friendship, family, academics, feelings and emotions, study skills, anti-bullying strategies, communication skills, and coping strategies are issues that may be presented.

Group Counseling- school counselors develop groups based on grade levels and recommendations. Groups are run on a rotation for 20-25 minutes during the school day. Social skills groups, S.T.A.R.R.S., Caterpillar Club, T-1, and Lunch Bunch are examples of the groups run. Descriptions of a few of the groups run are below:
- **Social Skills (K-5):**
  - The groups are designed to promote the development and understanding of social skills needed in various environments
- **S.T.A.R.R.S. Students Talking and Reaching Real Success (Grade 5 Girls):**
  - This is a service-learning group that teaches girls in grade 5 to work together and develop interpersonal skills.
- **Caterpillar Club (K-4):**
  - This club is designed to help students who are going through change.

- **T-1. Think First (Grade 4 Boys):**
  - This group is designed to help boys in grade 4 deepen an understanding of teamwork, sportsmanship, and interpersonal skills.
- **Lunch Bunch (5-8):**
  - Students eat lunch with the Counselor, and discuss topics of group importance and complete various social skills activities