MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Counseling Program
Grades 7-12
Moorestown High School and William Allen Middle School

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Contents

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Course Description and Fundamental Concepts

Course Description and Fundamental Concepts:
- The counseling program is a proactive and preventative approach that plays a key role in creating students who possess skills necessary to be functioning and contributing members of society. In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the **NJDOE 12 Career Ready Practices**, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

NJDOE CAREER READINESS PRACTICES 7-12 GRADE LEVEL EXPECTATIONS	Indicate Grade Level Competencies		
	Academic	**Career**	**Social Emotional**
CRP1. Act as a responsible and contributing citizen and employee.	**7-12**	**7-12**	**7-12**
CRP2. Apply appropriate academic and technical skills.	**7-12**	**7-12**	**7-12**
CRP3. Attend to <u>personal health</u> and (*financial well-being)* **K- 3 students are just beginning to learn concept of money*	**7-12**	**7-12**	**7-12**
CRP4. Communicate clearly and effectively and with reason.	**7-12**	**7-12**	**7-12**
CRP5. Consider the environmental, social and economic impacts of decisions.	**7-12**	**7-12**	**7-12**
CRP6. Demonstrate creativity and innovation.	**7-12**	**7-12**	**7-12**
CRP7. Employ valid and reliable research strategies.	**7-12**	**7-12**	**7-12**
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	**7-12**	**7-12**	**7-12**
CRP9. Model integrity, ethical leadership and effective management.	**7-12**	**7-12**	**7-12**
CRP10. Plan education and career paths aligned to personal goals.	**7-12**	**7-12**	**7-12**
CRP11. Use technology to enhance productivity.	**7-12**	**7-12**	**7-12**

CRP12. Work productively in teams while using cultural global competence.	**7-12**	**7-12**	**7-12**

- The **American School Counselor Association Model Standards** for personal/social, academic and career development, are used as a guide. **Within the ASCA Mindsets and Behaviors (see chart below)**, the 35 ASCA Standards are arranged within categories and subcategories based on five general categories that synthesize non-cognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.
- [CASEL's Collaborative for Academic, Social, and Emotional Learning Competencies](#) coincide with the ASCAMindsets and Behaviors Model.

American School Counselor Association: Mindsets & Behaviors for Student Success

Subject/Content Standards
Include grade appropriate subject/content standards that will be addressed

ASCA Model Mindsets and Behaviors **Program Planning Tool**	**7-12 Grade Level Competencies**		
Mindsets	**Domain:** **Academic**	**Domain:** **Career**	**Domain:** **Social** **Emotional**
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	**7-12**	**7-12**	**7-12**
2. Self-confidence in ability to succeed	**7-12**	**7-12**	**7-12**
3. Sense of belonging in the school environment	**7-12**	**7-12**	**7-12**
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	**7-12**	**7-12**	**7-12**
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	**7-12**	**7-12**	**7-12**
6. Positive attitude toward work and learning	**7-12**	**7-12**	**7-12**

Behavior: Learning Strategies	Academic	Career	Social Emotional
1. Demonstrate critical-thinking skills to make informed decisions	7-12	7-12	7-12
2. Demonstrate creativity	7-12	7-12	7-12
3 Use time-management, organizational and study skills	7-12	7-12	7-12
4. Apply self-motivation and self-direction to learning	7-12	7-12	7-12
5. Apply media and technology skills	7-12	7-12	7-12
6. Set high standards of quality	7-12	7-12	7-12
7. Identify long- and short-term academic, career and social/emotional goals	7-12	7-12	7-12
8. Actively engage in challenging coursework	7-12	7-12	7-12
9. Gather evidence and consider multiple perspectives to make informed decisions	7-12	7-12	7-12
10. Participate in enrichment and extracurricular activities	7-12	7-12	7-12
Behavior: Self-Management Skills	Academic	Career	Social Emotional
1. Demonstrate ability to assume responsibility	7-12	7-12	7-12
2. Demonstrate self-discipline and self- control	7-12	7-12	7-12
3. Demonstrate ability to work independently	7-12	7-12	7-12
4. Demonstrate ability to delay immediate gratification for long-term rewards	7-12	7-12	7-12
5. Demonstrate perseverance to achieve long- and short-term goals	7-12	7-12	7-12
6. Demonstrate ability to overcome barriers to learning	7-12	7-12	7-12
7 Demonstrate effective coping skills when faced with a problem	7-12	7-12	7-12
8. Demonstrate the ability to balance school, home and community activities	7-12	7-12	7-12
9. Demonstrate personal safety skills	7-12	7-12	7-12
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	7-12	7-12	7-12

Behavior: Social Skills	Academic	Career	Social Emotional
1. Use effective oral and written communication skills and listening skills	**7-12**	**7-12**	**7-12**
2. Create positive and supportive relationships with other students	**7-12**	**7-12**	**7-12**
3. Create relationships with adults that support success	**7-12**	**7-12**	**7-12**
4. Demonstrate empathy	**7-12**	**7-12**	**7-12**
5. Demonstrate ethical decision-making and social responsibility	**7-12**	**7-12**	**7-12**
6. Use effective collaboration and cooperation skills	**7-12**	**7-12**	**7-12**
7. Use leadership and teamwork skills to work effectively in diverse teams	**7-12**	**7-12**	**7-12**
8 Demonstrate advocacy skills and ability to assert self, when necessary	**7-12**	**7-12**	**7-12**
9. Demonstrate social maturity and behaviors appropriate to the situation and environment	**7-12**	**7-12**	**7-12**

ASCA Lesson Plan Template to be used for each separate lesson:

Make sure to explain how will each of the following Data points will be collected:

Process Data: What you did for whom? Information includes: Ex: Number of participants, Evidence that event occurred, How activity was conducted? Did the lesson follow the prescribed practice?

Perception Data: What do people think they know, believe, or now can do because of the lesson?
Ex: Attainment of competencies, Changes in attitudes and beliefs, Perceived gains in knowledge.

Examples of some surveys to use: **Pre-Post**: Knowledge Gained/ Change in Perspective/ **Needs Assessment:** Perception of students (gained prior to setting up lesson's activities/objectives) **Activity Survey:** Evaluation of lesson's activities/ **Opinion Survey:** Perceptions of the lesson's activities

Outcome Data: Evidence that the intervention or activity has had an impact on students' ability to utilize the knowledge, attitudes and skills and thereby affecting changes in the following areas: *1. Attendance 2. Behavior 3. Academic achievement*

1. Growth Mindset: An awareness and acceptance of personal characteristics, aptitudes, interests, goals, abilities, skills, values and physical traits. A sense of self-worthiness and self-identity through positive thoughts, feelings, attitude and thankfulness.

2. Recognizing and Respecting Individual Differences/Similarities: An awareness, respect, acceptance and/or tolerance of individuals who have similar and/or different values, opinions, looks, beliefs, cultures, customs, abilities, race, etc.

3. Relationships: The ability to establish personal and caring relationships with peers, family members, authority figures, community members, etc. The ability to recognize the qualities of a friend (cooperation, honesty, caring , sharing, manners, listening, etc.). The ability to cope with peer conflict, peer pressure, sibling rivalry, authority figures and parental figures.

4. Critical Thinking, Decision Making, Problem Solving/Communication: Strategies used to aid in the ability to make decisions, solve problems, handle pressure, utilize refusal skills, resolve conflict, express ideas, consider consequences and reach goals. The ability to seek and identify available resources.

5. Career Planning and Workplace Readiness Skills/Self-Management: Demonstrate the ability to work individually and/or cooperatively in groups. Recognize interests, abilities, and skills. Demonstrate productive work habits (responsibility, neatness, organization, attitudes, dependability, promptness, being prepared, perseverance, accepting constructive criticism, initiative, effort, patience, self-control). Set short and long term goals.

6. Emotions and Behaviors: An awareness of one's own and others' emotions. An awareness of how emotions affect behavior and vice versa. Develop coping skills, resilience and grit. Develop responsibility and accept consequences for one's emotions and behaviors. Recognize socially acceptable behaviors. Setting limits for our emotions and behaviors.

New Jersey Computer and Information Literacy / Career Ready Practices

NJ CCCS 8.1 Educational Technology http://www.state.nj.us/education/cccs/2014/tech/
NJ CRP 1-12 Career Ready Practices
http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf

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21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

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Standard 8.1 (K-12)		**Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*
Unit Addressed	**Strand Letter**	**Standard Description**
Units 1-6	**Strand A**	**Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems, and operations.*
Units 1-6	**Strand B**	**Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
Units 1-6	**Strand C**	**Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
Units 1-6	**Strand D**	**Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*
Units 1-6	**Strand E**	**Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

Units 1-7	**Strand F**	**Critical thinking, problem-solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*
Standard 8.2 (7-12)		**Technology Education, Engineering, Design, and Computational Thinking - Programming:** *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
Unit 1	**Strand A**	**The Nature of Technology: Creativity and Innovation:** *Technology systems impact every aspect of the world in which we live.*
Units 1, 2, 3, 4, 6, 7. 8	**Strand B**	**Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*
Units 1, 2, 4, 5, 6, 7, 8	**Strand C**	**Design:** *The design process is a systematic approach to solving problems.*
Units 1, 2, 3, 4, 6	**Strand D**	**Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
Units 1, 4, 5, 6, 7, 8,	**Strand E**	**Computational Thinking: Programming:** *Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.*

Career Ready Practices ([Standard 9](#))
(Please see content integration chart on [page 11 for June 2020 updated NJSLS CLK's](#) added to Standard 9)

Grades 7-12	Standard #	Standard Description
7-12	**CRP1**	*Act as a responsible and contributing citizen and employee.*
7-12	**CRP2**	*Apply appropriate academic and technical skills.*
7-12	**CRP3**	*Attend to personal health and financial well-being.*
7-12	**CRP4**	*Communicate clearly and effectively and with reason.*
7-12	**CRP5**	*Consider the environmental, social and economic impacts of decisions.*

7-12	CRP6	*Demonstrate creativity and innovation.*
7-12	CRP7	*Employ valid and reliable research strategies.*
7-12	CRP8	*Utilize critical thinking to make sense of problems and persevere in solving them.*
7-12	CRP9	*Model integrity, ethical leadership, and effective management.*
7-12	CRP10	*Plan education and career paths aligned to personal goals.*
7-12	CRP11	*Use technology to enhance productivity.*
7-12	CRP12	*Work productively in teams while using cultural global competence*

Interdisciplinary Connections
List any other content standards addressed as well as appropriate units

7-12 Comprehensive Health and Physical Education- Content Integration

Unit # Addressed	Standard #	Standard Description
All Units (1-9)	**Standard 2.1**	***Wellness****: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*
All Units (1-9)	**Standard 2.2**	***Integrated Skills:*** *All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*

7-12 Social Studies (U.S. History) - Content Integration

Unit # Addressed	Standard #	Standard Description
All Units (1-9)	**Standard 6.1**	**America in the World:** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
All Units (1-9)	**Standard 6.2**	**World History/Global Studies:** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
All Units (1-9)	**Standard 6.3**	**Active Citizenship in the 21st Century:** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by*

		working collaboratively to address the challenges that are inherent in living in an interconnected world.

7-12 English Language Arts (Reading Literature) - Content Integration		
Unit # Addressed	**Standard #**	**Standard Description**
Units 1-3	**Standard 7.9**	*Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.*
Units 1-3	**Standard 8.1**	*Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
Units 1-3	**Standard 10.9**	*Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work.*
Units 1-3	**Standard 12.4**	*Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
7-12 English Language Arts (Writing) - Content Integration		
Units 1-3	**Standard 7.4**	*Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.*
Units 1-3	**Standard 8.10**	*Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.*

All Units (1-9)	**Standard 10.2**	*Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.* *A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.* *B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.* *C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.* *D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.* *E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.* *F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic)*
All Units 1-9	**Standard 12.6**	*Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.*

7-12 Visual & Performing Arts Integration (Standard 1) *List appropriate units below for which standards (1.1 through 1.4) may be addressed*		
Unit # Addressed	**Standard #**	**Standard Description**
Units 1-4	**Standard 1.1**	**The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.*
Units 1-3	**Standard 1.2**	**History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*
Units 1-3	**Standard 1.3**	**Performing/Presenting/Producing:** *All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.*
Units 1-3	**Standard 1.4**	**Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.*

7-12 Social Emotional Learning Competencies- Content Integration

Unit # Addressed	Competency	Sub-Competency Descriptions
Units 1-9	**Self-Awareness** (Intrapersonal Skill)	• *Recognize one's feelings and thoughts* • *Recognize the impact of one's feelings and thoughts on one's own behavior* • *Recognize one's personal traits, strengths, and limitations* • *Recognize the importance of self-confidence in handling daily tasks and challenges*
Units 3-9	**Self-Management** (Intrapersonal Skill)	• *Understand and practice strategies for managing one's own emotions, thoughts, and behaviors* • *Recognize the skills needed to establish and achieve personal and educational goals* • *Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*
Units 4-8	**Social-Awareness** (Interpersonal Skill)	• *Recognize and identify the thoughts, feelings, and perspectives of others* • *Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds* • *Demonstrate an understanding of the need for mutual respect when viewpoints differ* • *Demonstrate an awareness of the expectations for social interactions in a variety of settings*
Units 5-9	**Responsible Decision-Making** (Intrapersonal Skill)	• *Develop, implement, and model effective problem-solving and critical thinking skills* • *Identify the consequences associated with one's actions in order to make constructive choices* • *Evaluate personal, ethical, safety, and civic impact of decisions*
Units 4, 6, 7, 8, 9	**Relationship Skills** (Interpersonal Skill)	• *Establish and maintain healthy relationships* • *Utilize positive communication and social skills to interact effectively with others* • *Identify ways to resist inappropriate social pressure* • *Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways* • *Identify who, when, where, or how to seek help for oneself or others when needed*

7-12 Career Readiness- Life Skills, Life Literacies, & Key Skills- (CLKS) Content Integration
9.1 Personal Financial Literacy by the end of Grade 12

Unit # Addressed	Standard	Performance Expectation
Civic Responsibility: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.		
Units 1, 2, 3, 4, 5, 6	**9.1.12.CFR.1**	*Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.*

Credit and Debit Management: There are reasons and consequences to taking on debt.		
Units 5, 7, 8	**9.1.12.CDM.4**	*Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.*
Units 5, 7, 8	**9.1.8.CP.2**	*Analyze how spending habits affect one's ability to save.*
Credit Profile: Debt reduces net worth.		
Units 5, 7, 8	**9.1.12.CP.6**	*Explain the effect of debt on a person's net worth.*
Economic and Government Influences: There are different ways you can influence government policy to improve your financial situation.		
Units 4, 5, 6	**9.1.12.EG.4**	*Explain the relationship between your personal financial situation and the broader economic and governmental policies.*
Financial Institutions: There are factors you can use to select financial institutions and professionals that are best suited for your needs.		
Units 4, 5, 6, 7, 8	**9.1.12.FI.3**	*Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).*
Financial Psychology: To be fiscally responsible, an individual's finances should align with his or her values and goals.		
Units 3-7	**9.1.12.FP.2**	*Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.*
Planning and Budgeting ● *There are ways to align your investments with your personal financial goals.* ● *A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.*		
Units 4-6	*9.1.12.PB.2*	*Prioritize financial decisions by considering alternatives and possible consequences.*
Units 4-7	*9.1.12.PB.4*	*Explain how you would revise your budget to accommodate changing circumstances.*
Risk Management and Insurance: A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.		
Units 5	*9.1.12.RM.1*	*Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.*
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 12		
Career Awareness Planning ● *There are strategies to improve one's professional value and marketability.* ● *Career planning requires purposeful planning based on research, self-knowledge, and informed choices.*		
Units 1-7	**9.2.12.CAP.2**	*Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.*

Units 1-6	**9.2.12.CAP.3**	*Investigate how continuing education contributes to one's career and personal growth.*
Units 4-7	**9.2.12.CAP.4**	*Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.*
Units 4-8	**9.2.12.CAP.5**	*Assess and modify a personal plan to support current interests and postsecondary plans.*
Units 4-5	**9.2.12.CAP.6**	*Identify transferable skills in career choices and design alternative career plans based on those skills.*
Units 4-6	**9.2.12.CAP.7**	*Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.*
Units 4-6	**9.2.12.CAP.8**	*Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.*
Units 4-6	**9.2.12.CAP.9**	*Locate information on working papers, what is required to obtain them, and who must sign them.*
Units 2, 4, 5, 6	**9.2.12.CAP.1 0**	*Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).*

9.4 Life Literacies and Key Skills by the End of Grade 12

Creativity and Innovation:
   - *With a growth mindset, failure is an important part of success.*
   - *Innovative ideas or innovation can lead to career opportunities.*

Units 6-8	**9.4.12.CI.1**	*Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
Units 7-8	**9.4.12.CI.3**	*Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*

Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Units 7-8	**9.4.12.CT.2**	*Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*
Units 5-8	**9.4.12.CT.3**	*Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).*

Digital Citizenship:
- *Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.*
- *Cultivating online reputations for employers and academia requires separating private and professional digital identities.*
- *Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.*

Unit 4	**9.4.12.DC.4**	*Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).*
Units 4-7	**9.4.12.DC.6**	*Select information to post online that positively impacts personal image and future college and career opportunities.*
Unit 4-8	**9.4.12.DC.7**	*Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*

Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Unit 4	**9.4.12.GCA.1**	*Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*

Information and Media Literacy:
- *Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.*
- *Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.*
- *Media have embedded values and points of view.*

Unit 1, 4	*9.4.12.IML.2*	*Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*
Unit 1, 4	*9.4.12.IML.3*	*Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)*
Unit 1, 4	*9.4.12.IML.8*	*Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).*

Technology Literacy:
● *Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.*
● *Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.*

Units 1, 2, 3, 4, 5	9.4.12.TL.1	*Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).*
Units 1, 4	9.4.12.TL.3	*Analyze the effectiveness of the process and quality of collaborative environments.*

Pacing Guide Grades 7 and 8 (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Units 1 - Assimilation	**September** (~19 days)
Unit 2 - Respect	**October** (~19 days)
Unit 3 - Academic Grit	**November** (~16 days)
Units 4 - Altruism	**December** (~15 days)
Units 5 - Perseverance	**January** (~18 days)
Unit 6 - Acceptance	**February** (~18 days)
Unit 7 - Resiliency	**March** (~15-20 days)
Unit 8 - Kindness	**April** (~15-20 days)
Unit 9 - Growth Mindset	**May** (~18 days)
Unit 10 - Social Emotional Grit	**June** (~15 days)

Grades 9-12 (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Units 1 - Responsibility	**September** (~19 days)
Unit 2 - Respect	**October** (~19 days)
Unit 3 - Determination	**November** (~16 days)
Units 4 - Effort	**December** (~15 days)

Units 5 - Perseverance	**January** **(~18 days)**
Unit 6 - Empathy	**February** **(~18 days)**
Unit 7 - Cooperation	**March** **(~15-20 days)**
Unit 8 - Acceptance	**April** **(~15-20 days)**
Unit 9 - Patience	**May** **(~18 days)**
Unit 10 - Grit	**June** **(~15 days)**

Units

Contact the Content Supervisor for unit details.