Southern Regional School District

Southern Regional Middle School Curriculum (8th grade)

Course Area:		Grade Level:	7 & 8
	Guidance		
Course Title:			
	7th and 8th Grade Guidance		

Pacing Guide		
Unit Title		**Time frame to complete:**
	Ongoing throughout the school year	182 days
		182 days

Created:	June 2018
Board Approved:	August 2019

Course Title: Guidance

Southern Regional Middle School: Grade Syllabus

- Bullying Training
- Peer Conflict
- IEP/504 Review & Implementation
- Attendance Issues
- Academically At-Risk Students
- Involvement in after school activities
- Monitoring Individual and Group Academic, Emotional & Social Progress
- Assessing Aptitudes and Interests for Personal Education and Career Choices
- Lead team meetings
- Facilitate parent meetings and contacts
- Academic advisement
- Guiding course selections
- Liason between teacher/parent

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Unit 1 Overview

Content Area:	**Guidance**
Unit Title:	**Guidance**

Grade Level:	7/8	Timeframe for completion:	40 weeks

Unit Summary:	Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. Counselors will work to integrate critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

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New Jersey Student Learning Standards (NJSLS)	

FOCUS STANDARDS:	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP3	Attend to personal health and financial well-being.
CRP4	Act as a responsible and contributing citizen and employee.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
SUPPPORTING AND ADDITIONAL STANDARDS:	
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.2.8.B.1	Research careers within the 16 Career Clusters and determine attributes of career success.
9.2.8.B.2	Develop a personalized student learning plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other res
9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

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Primary Interdisciplinary Connections for English Language Arts (ELA)

Code	Category	Subcategory
RI.8.1.	Informational Text: Key Ideas and Details	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.
RI.8.2.		Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3.		Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4.	Informational Text: Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.7.	Informational Text: Integration of Knowledge and Ideas	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
W.8.1.	Writing: Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2.		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
NJSLSA.W10.	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Primary Interdisciplinary Connections for Mathematics

8.NS The Number System

A. Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

8.EE Expressions and Equations

A. Work with radicals and integer exponents.

3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*

8.F Functions

A. Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[1]

Standards for Math Practice: (Processes and Proficiencies)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precisions.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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Primary Interdisciplinary Connections for Science

Code	Critical Area	Category	Subcategory
MS-LS1-3	Structure and Processes	Science is a Human Endeavor	Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness of new ideas.
MS-LS2-4; MS-LS2-5	Interactions, Energy, and Dynamics	Stability and Change	Small changes in one part of a system might cause large changes in another part.
MS-LS4-4, MS-LSA-5, MS-LSA-6	Unity and Diversity	Causes and Effect	Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

Primary Interdisciplinary Connections for Science

Code	Critical Area	Category	Subcategory
MS-PS1-4	Matter and Its Interactions	Cause and Effect	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
ETS1.B MS-PS1-6	Matter and Its Interactions	Developing Possible Solutions	A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (secondary to MS-PS1-6)

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Primary Interdisciplinary Connections for History
(8th grade) – Unit 1

Code	Critical Area	Category	Subcategory
6.1 U.S. History: 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.			
6.1.8.B.1.a	Three Worlds Meet	Civics, Government, and Human Rights	Evaluate the impact of science, religion, and technology innovations on European exploration
6.1.8.A.3.b	Revolution and the New Nation	Human Rights	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.C.4.c	Expansion and Reform	Economics, Innovation, and Technology	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

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Anchor Standards for Reading
Unit 1

Main Area	Code	Description
Key Ideas and Details	NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure	NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standards for Writing

Text Types and Purposes	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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Technology Standards – Unit 1

Content Statement Student will:	Indicator #	Indicator

8.1 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.
     A. Technology Operations and Concepts:
       Students demonstrate a sound understanding of technology concepts, systems and operations.		

Understand and use technology systems	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

8.1 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.
     D. **Digital Citizenship:**
       Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.		

Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
	8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
	8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

8.2 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.
     A. **The Nature of Technology:** Creativity and Innovation Technology systems impact
       every aspect of the world in which we live.		

The core concepts of technology.	8.2.8.A.2	Investigate a malfunction in any part of a system and identify its impacts.

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21st Century Life and Careers

Background:	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 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.
	Mission: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.
	Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:
	o Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
	o Uses effective communication and collaboration skills and resources to interact with a global society.
	o Is financially literate and financially responsible at home and in the broader community.
	o Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
	o Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP3.	Attend to personal health and financial well-being.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7.	Employ valid and reliable research strategies.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9.	Model integrity, ethical leadership and effective management.
CRP10.	Plan education and career paths aligned to personal goals.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.

Gifted and Talented

Standard 1: **Learning and Development**

Standard 1 Description:
Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
1.2 Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.

Standard 4: **Learning Environments**

Student Outcomes	Evidence-Based Practices
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.

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Unit 1

English Language Learners (ELL's)	Provide visuals of concepts	Scaffolding Strategies	Audio/Visual tape lesson so student can revisit and remediate
	Work in group settings	Peer Tutor/ Mentor	Provide "Flipped Classroom" learning experiences so learner have extended time to master lesson.
	Communicate with ELL teacher	Translate (if needed) using online tools such as Google Translate	Use technology to aid with work productivity and/or understanding concepts.

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At-Risk of Failure	One-to-One Assistance	Frequent check for understanding	Peer Tutor
	Use agenda book	Extra help after school	Frequent parent(s)/guardian(s) Communication
	Goal Setting	Extra time on assignments/assessments	Assignments chunked into manageable parts

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Section 504	Based on one's Section 504, modifications/accommodations may include, but are not limited to the following:		
	preferential seating	extended time on tests and assignments	use written directions to supplement oral directions
	verbal, visual, or technology aids	adjusted class schedules or grading	break assignments into a series of smaller assignments

Special Education	According to the IEP, could include, but not limited to:
	Clearly sequence instruction
	Monitor use of agenda book
	Arrange peer tutor
	Preferential seating/special seating types, i.e. standing desk
	Choices in tasks
	Extended time
	Provide organizers/study guides
	Frequent check for understanding
	Provide organizers/study guides
	Provide small group instruction
	Allow for repetition and/or clarification of directions
	Directions repeated, clarified, or reworded
	Allow wait time for processing before calling on student for response
	Modification of assignments/assessments
	Frequent parent communication

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Essential Questions:

- How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?
- How do we monitor individual and team (group) academic, emotional and social progress?
- How do we prepare students to become more sensitive to individuals with disabilities?
- How can we inform students about non-traditional high schools?
- How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

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Objectives:	
Prepare students for academic and social success Provide a bridge between home and school Provide a safe place for students Provide information needed to make good academic and social decisions	

Enduring Understandings:	
Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	

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Measurement of Learning/Assessment			
Formative Assessments		**Summative Assessments:**	
Counseling	Informational seminars	Placement validity	
Questioning Strategies	Interaction with parents/students/teachers	Logs of meetings/calls/communications	
Discussions	Record Keeping	Completed counseling sessions/meetings/informational workshops	
Alternative Assessments		**Benchmarks**	
		SGO (pre/post)	

Curriculum Development Resources
Teacher Resources/Instructional Materials/Equipment

Bully Survey
Learning Style Inventory
Academic Difficulty Checklist
Academic Success Checklist
Home Study Site Contract
Goal Setting Contract
Managing My Time Pie Graph
Utilize Team Website Information
Agenda Book Signing
Behavioral/Academic Point Sheets
Counseling Resources:
Saint Francis Counseling Services
o Ocean Mental Health Services
o Family Crisis Intervention Unit
o Performed Care
o Division of Child Protection and Permanency
o Psychiatric Emergency Screening Service
 Genesis
 Course Selection Sheets (7th, 8th and 9th Grade)
 Financial Literacy Forms