

**Southern Regional School District
Manahawkin, New Jersey**

**COURSE OF STUDY
2014**

MIDDLE SCHOOL GUIDANCE 7 & 8

NJ Core Curriculum Content Standards 2014

Submitted by:

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Date: October 2014

Submitted for Board Approval: January 7, 2015

PACING GUIDE

Content Area: Guidance

Course Title: Middle School Guidance

Grade Level: 7 & 8

- **Bullying, IEP/504 Review & Implementation**
- **Group Academic, Emotional & Social Progress Monitoring**
- **7th Grade Acclimation & 8th Grade Re-Acclimation**
- **Assessing Aptitudes and Interests for Personal Education and Career Choices**

September – Quarter 1

- **Bullying, IEP/504 Review & Implementation**
- **Group Academic, Emotional & Social Progress Monitoring**
- **Preparing 7th Graders for Sensitivity to Individuals with Disabilities**
- **Informing 8th Grade Students about Non-Traditional High Schools**
- **Assessing Aptitudes and Interests for Personal Education and Career Choices**

October – Quarter 1

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Assessing Aptitudes and Interests for Personal Education and Career Choices**

November – Quarter 2

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Assessing Aptitudes and Interests for Personal Education and Career Choices**

December – Quarter 2

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Educating Incoming 7th Grade Students/Parents –Day in the Life of a Middle Schooler**
- **Advising 7th & 8th Grade Students for the Next Level**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

January – Quarter 2

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Advising & Planning Students for the Next Level**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

February – Quarter 3

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Finalizing Course Selection Sheets and Recommendations**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

March – Quarter 3

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Informing 7th & 8th Grade Students for Potential Pass/Fail for the Year**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

April – Quarter 4

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Communicating Minimal Requirements for Academic Promotion to Parents & Students**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

May – Quarter 4

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Communicating Options to Parents & Students if Academic Requirements Are Not Met**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

June – Quarter 4

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Educating Ourselves & Colleagues to Incoming Population of Students**
- **Effectively Monitoring Class Sizes**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

July – Quarter 4

- **Handling Bullying, Peer Conflict, IEP/504 Review & Implementation, Attendance Issues & Academically At-Risk Students**
- **Monitoring Individual and Group Academic, Emotional & Social Progress**
- **Effectively Monitoring Class Sizes**
- **Sharing Information Gathered From the Summer Concerning Students**
- **Assessing Aptitudes and Interests for Personal Educational and Career Choices**

August – Quarter 4

Date Created:

November 17, 2014

Board Approved on:

January 7, 2015

**Southern Regional School District
Course of Study 2014
NJCCS 2014**

**Department: MIDDLE SCHOOL GUIDANCE
7th and 8th Grade**

NJ Core Curriculum Content Standards:

- 9.1 – Personal Financial Literacy
- 9.2 – Career Awareness, Exploration, and Preparation
- 9.3 – Career and Technical Education

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.

21st Century Themes:

Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

Technology connections:

For further clarification refer to NJ Core Curriculum Content Standards at <http://www.state.nj.us/education/cccs/>

Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student's IEP or for ELL students' level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.

ESSENTIAL QUESTIONS:

How do I coordinate transition services with the district's comprehensive School-To-Career Program for students with disabilities.

How do I, as a counselor, connect with my students to meet their academic, social and emotional needs to prepare them for success?

How do I best prepare my students for personal and academic success?

How do I identify students who are in need of intervention?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal, educational and career choices?

ASSESSMENTS:

Orchestrate team meetings

Provide career information for integration into appropriate disciplines

Scheduling of counseling sessions

Interaction with team(s), staff, parents

Opportunities offered to students, i.e. Mates presentation, vocational trips.

Scheduling of sending district articulation meetings

Placement validity

Present IPlan for Success Workshop

MODIFICATIONS:

- | | |
|---|--|
| <ul style="list-style-type: none"> • IEP • 504 • I&RS Plan | <ul style="list-style-type: none"> • MaxTap • ELL • At Risk |
|---|--|

CORE INSTRUCTIONAL MATERIALS:

- 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
 - Ocean Mental Health Services
 - Family Crisis Intervention Unit
 - Performed Care
 - Division of Child Protection and Permanency
 - Psychiatric Emergency Screening Service
- Genesis
- Course Selection Sheets (7th, 8th and 9th Grade)
- Financial Literacy Forms

**Southern Regional School District
Course of Study 2014**

Department: MIDDLE SCHOOL GUIDANCE 7th and 8th Grade
UNIT: SEPTEMBER (Quarter 1)

NJ Core Curriculum Content Standards:

- 9.1 – Personal Financial Literacy
- 9.2 – Career Awareness, Exploration, and Preparation
- 9.3 – Career and Technical Education

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.

21st Century Themes:

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ESSENTIAL QUESTIONS:

How are bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students handled?

How are individual and team (group) academic, emotional and social progress monitored?

How are the new 7th graders acclimated?

How are our 8th grade students re-acclimated?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

ASSESSMENTS:

Scheduling of counseling sessions

Interaction with team(s), staff, parents

Opportunities offered to students, i.e. Mates presentation, vocational trips.

Scheduling of sending district articulation meetings

Placement validity

CONTENT:

7TH Grade

- Review 6th Grade Cumulative Files
- Review IEPs w/Case Managers
- Review 504's
- Review Individual Student Schedules/
Teacher Recs
- Distribute "Opening Info" packets to Team teachers
- Introduction to Guidance Services in HR's
- Individual Student orientation meetings to discuss procedures, etc.
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team Meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/
level adjustments as needed
- Register new/incoming students to district and schedule them
- D.A.T.E. Program
- Anti-Bullying Presentations

8TH Grade

- Review 7th Grade Cumulative Files
- Review IEP's w/Case Managers
- Review 504's
- Review Individual Student Schedules/
Teacher Recs
- Distribute "Opening Info" packets to Team teachers
- Introduction to Guidance Services in HR's
- Individual student orientation meetings to discuss procedures, etc.
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team Meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/
level adjustments as needed
- Register new/incoming students to district and schedule them
- Anti-Bullying Presentations

MODIFICATIONS:

- IEP
- 504
- I&RS Plan
- MaxTap
- ELL
- At Risk

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: OCTOBER (Quarter 1)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>			
<p>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.</p> <p>21st Century Themes: Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.</p> <p>Technology connections: For further clarification refer to NJ Core Curriculum Content Standards at http://www.state.nj.us/education/cccs/</p>			
<p>Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.</p>			
<p>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 7th graders to become more sensitive to individuals with disabilities? How can we inform 8th grade 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?</p>			
<p>CONTENT: <u>7th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#1 Progress Reports ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Date Program ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#1 Progress Reports ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● OCTVS Career/ Academic Academies Presentation (MATES/ Perf Arts) ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues ● Presentation of high school life 		
<p>MODIFICATIONS:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ● IEP ● 504 ● I&RS Plan </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ● MaxTap ● ELL ● At Risk </td> </tr> </table>		<ul style="list-style-type: none"> ● IEP ● 504 ● I&RS Plan 	<ul style="list-style-type: none"> ● MaxTap ● ELL ● At Risk
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Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE

Unit: NOVEMBER (Quarter 2)

NJ Core Curriculum Content Standards:

- 9.1 – Personal Financial Literacy
- 9.2 – Career Awareness, Exploration, and Preparation
- 9.3 – Career and Technical Education

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.

21st Century Themes:

Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

Technology connections:

For further clarification refer to NJ Core Curriculum Content Standards at <http://www.state.nj.us/education/cccs/>

Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student's IEP or for ELL students' level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.

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 I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#1 Report Cards
- Identify and individually meet w/ "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#1 Report Cards
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

- | | |
|---|--|
| <ul style="list-style-type: none"> ● IEP ● 504 ● I&RS Plan | <ul style="list-style-type: none"> ● MaxTap ● ELL ● At Risk |
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Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: DECEMBER (Quarter 2)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>			
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<p>Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.</p>			
<p>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 I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?</p>			
<p>CONTENT: <u>7th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Progress Reports ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Progress Reports ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 		
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Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE

Unit: JANUARY (Quarter 2)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>	
<p>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. 21st Century Themes: Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. Technology connections: For further clarification refer to NJ Core Curriculum Content Standards at http://www.state.nj.us/education/cccs/</p>	
<p>Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.</p>	
<p>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 educate incoming 7th grade students/parents to a day in the life of a middle schooler? How do we academically advise our 7th and 8th grade students for the next level? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?</p>	
<p>CONTENT: <u>7th Grade</u></p> <ul style="list-style-type: none"> ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● CST Articulation with Elementary Schools (Sending Districts) ● Visit Elementary Schools (Sending Districts) to Academically plan/ distribute CSS’s ● Incoming (6th Grade) parent orientation meeting/SNN presentation ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/ level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues year’s academic placement 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● CST Articulation with Elementary Schools (Sending Districts) ● Meet w/teachers re: rec’s for next school using recs, prepare CSS /Codes ● Visit SS classes for CSS presentation/ Academic Planning ● Individual/Parent Conferences as needed to discuss CSS procedures/academic placements ● All CSS’s signed/returned/alphabetized ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/ level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues

MODIFICATIONS:

- IEP
- 504
- I&RS Plan
- MaxTap
- At Risk
- ELL

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: FEBRUARY (Quarter 3)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>	
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<p>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 academically advise and plan for our students for the next level? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?</p>	
<p>CONTENT: <u>7th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Prepare CSS’s w/recs for distribution ● Visit SS classes for CSS presentation/ Academic Planning ● All CSS’s signed/returned/alphabetized ● Meet w/Ind Students/prepare finality of CSS’s before sending to HS/pink copy ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/ level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Meet with individual students/prepare finality of CSS’s before sending to HS/pink copy ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues ● 8th Grade Schedule and Financial Literacy presentations

MODIFICATIONS:

- IEP
- 504
- I&RS Plan
- MaxTap
- At Risk
- ELL

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE

Unit: MARCH (Quarter 3)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>	
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<p>Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.</p>	
<p>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 begin to finalize course selection sheets and recommendations? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?</p>	
<p>CONTENT: 7th Grade</p> <ul style="list-style-type: none"> ● Review MP#3 Progress Reports ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Meet with individual to finalize CSS/give pink copy ● Receive completed CSS’s from Elem. Schools (Sending Districts), insert codes/finalize ● Contact elem. Teachers re: clarifications/ conflicts on rec’s/CSS’s ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/ level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<p>8th Grade</p> <ul style="list-style-type: none"> ● Review MP#3 Progress Reports ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● CSS’s finalized and sent over to HS ● Administer CSS student changes/send over to HS ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues
<p>MODIFICATIONS:</p> <ul style="list-style-type: none"> ● IEP ● 504 ● I&RS Plan ● MaxTap ● At Risk ● ELL 	

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE

Unit: APRIL (Quarter 4)

NJ Core Curriculum Content Standards:

- 9.1 – Personal Financial Literacy
- 9.2 – Career Awareness, Exploration, and Preparation
- 9.3 – Career and Technical Education

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.

21st Century Themes:

Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

Technology connections:

For further clarification refer to NJ Core Curriculum Content Standards at <http://www.state.nj.us/education/cccs/>

Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student's IEP or for ELL students' level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.

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 inform 7th and 8th grade students of potential pass/fail for the year?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#3 Report Cards
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Create "Need-to-Pass-Averages" Worksheets to distribute to students/parents/teachers
- Individual/Group/Parent meetings to discuss arising issues
- Administer changes to student's CSS's and adjust as needed
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#3 Report Cards
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Create "Need-to-Pass-Averages" Worksheets to distribute to students/parents/teachers
- Individual/Group/Parent meetings to discuss arising issues
- Administer CSS student changes/ send over to HS
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

- | | |
|-------------|-----------|
| • IEP | • MaxTap |
| • 504 | • At Risk |
| • I&RS Plan | • ELL |

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: MAY (Quarter 4)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>	
<p>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.</p> <p>21st Century Themes: Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.</p> <p>Technology connections: For further clarification refer to NJ Core Curriculum Content Standards at http://www.state.nj.us/education/cccs/</p>	
<p>Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.</p>	
<p>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 communicate the minimal requirements for academic promotion to parents and students? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?</p>	
<p>CONTENT: <u>7th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#4 Progress Reports ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Create “Potential Failure-Summer School/Retention” Grids for June Meetings ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer changes to student’s CSS’s and adjust as needed ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#4 Progress Reports ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Create “Potential Failure-Summer School/Retention” Grids for June Meetings ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer changes to student’s CSS’s and adjust as needed ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues <p>Presentation of high school life</p>
<p>MODIFICATIONS:</p> <ul style="list-style-type: none"> • IEP • 504 • I&RS Plan 	
<ul style="list-style-type: none"> • MaxTap • At Risk • ELL 	

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: JUNE (Quarter 4)

<p>NJ Core Curriculum Content Standards: 9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education</p>			
<p>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.</p> <p>21st Century Themes: Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.</p> <p>Technology connections: For further clarification refer to NJ Core Curriculum Content Standards at http://www.state.nj.us/education/cccs/</p>			
<p>Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.</p>			
<p>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? What information can be communicated to parents and students in regard to options if academic requirements are not met? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?</p>			
<p>CONTENT: <u>7th Grade</u></p> <ul style="list-style-type: none"> ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Review MP#4 Report Card Grades/ Final Exam Averages ● Individual/Parent conferences to discuss retention/summer school options ● Prepare “End year Failure Meetings Synopsis”- present to Administration for approval ● Mail/Distribute Summer School Applications to parents of students eligible ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Review MP#4 Report Card Grades/ Final Exam Averages ● Individual/Parent conferences to discuss retention/summer school options ● Prepare “End year Failure Meetings Synopsis” - present to Administration for approval ● Mail/Distribute Summer School Applications to parents of students eligible ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 		
<p>MODIFICATIONS:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • IEP • 504 • I&RS Plan </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • MaxTap • At Risk • ELL </td> </tr> </table>		<ul style="list-style-type: none"> • IEP • 504 • I&RS Plan 	<ul style="list-style-type: none"> • MaxTap • At Risk • ELL
<ul style="list-style-type: none"> • IEP • 504 • I&RS Plan 	<ul style="list-style-type: none"> • MaxTap • At Risk • ELL 		

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: JULY

NJ Core Curriculum Content Standards:

- 9.1 – Personal Financial Literacy
- 9.2 – Career Awareness, Exploration, and Preparation
- 9.3 – Career and Technical Education

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.

21st Century Themes:

Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

Technology connections:

For further clarification refer to NJ Core Curriculum Content Standards at <http://www.state.nj.us/education/cccs/>

Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student's IEP or for ELL students' level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.

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 educate ourselves and our colleagues to the incoming population of students?
 How do we effectively monitor class size?
 How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Balance Master Schedule for upcoming school year/Contact students/parents with conflicts
- Monitor Summer School Students for attendance/grades
- Articulation with elementary (sending districts) counselors on incoming students
- Register new/incoming students to district and schedule them

8th Grade

- Balance Master Schedule for upcoming school year. Contact students/parents with conflicts
- Monitor Summer School Students for attendance/grades
- Articulation w/HS counselors on incoming students
- Register new/incoming students to district and schedule them

MODIFICATIONS:

- | | |
|---|--|
| <ul style="list-style-type: none"> • IEP • 504 • I&RS Plan | <ul style="list-style-type: none"> • MaxTap • At Risk • ELL |
|---|--|

Southern Regional School District Course of Study 2014

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: AUGUST

NJ Core Curriculum Content Standards:	
9.1 – Personal Financial Literacy 9.2 – Career Awareness, Exploration, and Preparation 9.3 – Career and Technical Education	
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.	
21st Century Themes: Counselors will work to integrate the 21st Century Life and Career strands 9.1, 9.2 and 9.3. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.	
Technology connections: For further clarification refer to NJ Core Curriculum Content Standards at http://www.state.nj.us/education/cccs/	
Special education/504 students will follow the regular curriculum unless accommodations are indicated in the student’s IEP or for ELL students’ level of English competency. Units will be structured for special education and ELL to include accommodations addressing: adaptation of time, number of items, support/skill/participation levels, and alternate ways of demonstrating competency. Further modifications include teacher/peer tutoring, cooperative learning, modified assignments, differentiated instruction.	
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 effectively monitor class size? How do we collectively share the information gathered throughout the summer concerning students? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?	
CONTENT: <u>7th Grade</u> <ul style="list-style-type: none"> ● Balance Master Schedule for upcoming school year/Contact students/parents with conflicts ● CST New “Classified” Student Orientation ● New Student Orientation/All Students ● Register new/incoming students to district district/schedule them ● Create “Opening Information Packet” for team teachers for September ● Individual/Group/Parent meetings to discuss arising issues that occurred over summer/needs to be addressed before school begins 	<u>8th Grade</u> <ul style="list-style-type: none"> ● Balance Master Schedule for upcoming school year. Contact students/parents with conflicts ● CST New “Classified” Student Orientation ● New Student Orientation/All Students ● Register new/incoming students to district and schedule them ● Create “Opening Information Packet” for team teachers for September ● Individual/Group/Parent meetings to discuss arising issues that occurred over summer and need to be addressed before school begins
MODIFICATIONS:	
<ul style="list-style-type: none"> • IEP • 504 • I&RS Plan 	<ul style="list-style-type: none"> • MaxTap • At Risk • ELL

Technology Standards	
8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a <u>shared hosted service</u>).
8.1.8.C.1	Engage in online discussions with learners in the U.S. or other countries to understand their perspectives on a global problem or issue and propose possible solutions.
8.1.8.E.1	Gather and analyze findings using <u>data collection technology</u> to produce a possible solution for a content-related or real-world problem.
8.1.8.F.1	Use an <u>electronic authoring tool</u> in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

College and Career Readiness

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.