

Course of Study

Developmental Guidance

Grades 6 - 8



NORTHWESTERN LEHIGH SCHOOL DISTRICT
6493 ROUTE 309
NEW TRIPOLI, PA 18066

NORTHWESTERN LEHIGH SCHOOL BOARD

2020

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INTRODUCTION:

The Developmental Guidance curriculum guide contains planned course formats for the Northwestern Lehigh School District. The content of this document describes the objectives, activities, assessments, content, time frame, and standard alignment that serve as a guide to the specific units of study offered in Developmental Guidance in grades 6 – 8.

The Developmental Guidance 6 – 8 curriculum guide is the product of much diligent work on the part of the following members of the department:

Merrie Smith

Michael Weber

This document reflects their efforts to establish a well-defined and organized approach to teaching Developmental Guidance in the Northwestern Lehigh School District.

Approved by Northwestern Lehigh School District Board of Education
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Program Description and Goals

A developmental guidance program is one that:

- 1) Operates under the philosophy that guidance is for all children not only for the child who is experiencing problems.
- 2) Is based upon helping each child, as he/she is developing in school. As every child develops, he/she must accomplish certain tasks of an intellectual, physical, emotional, and social nature, if he/she is to continue successfully in school and at home
- 3) Is an integral part of the school curricula, as educators strive to teach the “whole” child. It helps teachers and others to recognize those unique and individual characteristics of children in planning learning experiences that will allow for and be appropriate to the differences in development, learning and behavior found in every classroom
- 4) Is designed to reach the emotional and social areas of the child, in relation to his/her total school and home settings. It will strive to aid teachers and parents to put into practice a planned program of guidance to help children become more aware of their feelings and increase their positive images of themselves.

Goals of Developmental Counseling

To help the child:

- 1) To know and understand himself/herself--his/her needs, assets, liabilities and to develop self-awareness.
- 2) To develop self-acceptance, an openness in expressing feelings, a trust in himself/herself and an accompanying trust and acceptance of others.
- 3) To develop methods of solving the developmental tasks of life with as much success as possible; example--a sense of self-identify and adequate self-image, learning to develop self-control, learning a giving/receiving pattern of affection, learning to be emotionally flexible and handle feelings.
- 4) To develop increased problem-solving and decision-making abilities.
- 5) To develop responsibility for his/her choices and actions and to consider and be aware of consequences when making a decision.
- 6) To develop an awareness and clarify his/her feelings; to become more sensitive to self and why he/she behaves as he/she does.

LEVEL OF MASTERY DESCRIPTIONS:

Recognition (R): Students will be able to recall concepts

Application (A): Students will be able to apply ideas/skills to a curricular concept

Inference (I): Students will be able to evaluate and synthesize materials or concepts

GRADE 6 DEVELOPMENTAL GUIDANCE					
Objective	Standard Alignment	Level of Mastery	Suggested Activity & Assessment	Materials	Time Frame
Increase community awareness and how each individual impacts it through their choices and interactions.	16.1.8.A 16.3.8.B	A	• Focus on how everyone is important to a community to be successful • Discuss how everyone contributes to the communities they belong to • Discuss how everyone is a valuable part of a community and should be treated with respect.		1 - 45 minute lesson
Teach and promote effective stress management techniques	16.1.8.C 16.2.8.A 16.2.8.D	I	• Define what stress is • Identify different ways stress manifests for people • Identify and practice stress reduction techniques • Define ANTs (Automatic Negative Thoughts) and how they contribute to stress and why we need to control them.		4- 45 minute lessons
Assist students in career exploration through activities that focus on interests, skills, and life goals.	13.1.8.A 13.1.8.B 13.1.8.G	R	• Help students identify what their quality of life is and what career will support their quality of life.	• Naviance (online program) for the students' career portfolio	4 - 45 minute lessons

			• Help students understand the relationship between skills, interests, and future career prospects • Have students start their career portfolio by completing assigned tasks	• pacareerzone.org - for Skills Survey	
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GRADE 7 DEVELOPMENTAL GUIDANCE					
Objective	Standard Alignment	Level of Mastery	Suggested Activity or Assessment	Materials	Time Frame
Increase inter/intrapersonal awareness for Students.	16.1.8.B 16.2.8.C 16.2.8.E	R	- Discuss the differences between popularity by likability and popularity by status - Explore the evolution of friendships in middle school and how to cope with changes in relationships - Encourage students through activities to promote inclusion for all students to combat bullying	Online videos about popularity, friendships, and inclusion	3 - 45 minute lessons
Promote awareness of digital norms and explore how technology impacts us.	16.3.8.A 16.3.8.B 16.3.8.C	A	- Define what norms are in real life and digitally. - Talk about how different groups of people or cultures have different norms. - Have students identify stressors they encounter because of technology - Have students discuss dilemmas with friends that may occur because of social media - Promote unplugging digitally and the different ways students can do that.	- Examples of digital norms for discussions - Examples of social media dilemmas for discussions	2 - 45 minute lesson
Development of goal setting skills in relation to careers	13.1.8.A 13.1.8.B	R	Help students identify what factors lead people	Naviance	4 - 45 minute

			to different careers. • Help students identify what careers they are interested in through surveys • Continue to add to Career Portfolio		lessons
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GRADE 8 DEVELOPMENTAL GUIDANCE					
Objective	Standard Alignment	Level of Mastery	Suggested Activity or Assessment	Materials	Time Frame
Assist students in outlining their plan for high school and post-graduation	13.1.8.C 13.1.8.D 13.1.8.G	A	- Present and discuss the different avenues students can take in HS in preparation for graduation. - Present and discuss the different options students can take after HS - Assist student in researching what they will need to do to secure the career(s) they are most interested in.	Online videos about success post-graduation (Example: Success in the New Economy)	2 - 45 minute lessons
Increase awareness of entrepreneurial characteristics and how they influence career opportunities.	13.4.8.A 13.4.8.B 13.4.8.C	R	- Identify what qualities successful entrepreneurs possess. - Discuss how these qualities can benefit anyone regardless of what their occupation is.	Online videos for developing an understanding of the characteristics covered in class.	2 - 45 minute lessons
Assist students in selecting courses for 9th Grade	13.1.8.G 13.1.8.H	I	- Present HS courses to students using the HS Program of Studies - Have students go through HS course selection process	- Program of Studies - Course Registration Forms	2 - 45 minute lessons