



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Counseling Curriculum

Course Description: The school counseling curriculum helps meet students' academic, career, and intra-/interpersonal needs by teaching knowledge and skills to prepare students for college and career readiness, along with social-emotional well-being. In 7th grade, students will review previously introduced conflict-resolution skills and coping skills and apply these skills to real-life situations. The college and career readiness unit in seventh grade will build upon what students have learned about applying personal strengths and interests to career exploration and planning for academic success.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1-2 Class Periods	Conflict Resolution	Intrapersonal and Interpersonal Development Career Development
1-2 Class Periods	Learning Styles & Positive Coping Skills	Intrapersonal and Interpersonal Development Career Development
1-2 Class Periods	Discover Learning & Career Pathways	Intrapersonal and Interpersonal Development Career Development
1-2 Class Periods	ACT Review & Positive Self Care	Intrapersonal and Interpersonal Development Career Development

Standards from: MO Department of Elementary & Secondary Education

Curriculum Revisions

Spring, 2019

Unit 1

- Added Topic 1: Engaging Experience 2 to address how to acknowledge, care, and tell (ACT) when a friend shows warning signs of depression or suicidal ideation.

Park Hill School District
Middle School Counseling Curriculum Calendar

Grade Level	Topic: Lesson
Quarter 1: Conflict Resolution & Career Development	
7	Interpersonal Relationships: Conflict Resolution T-Chart
	Xello Introduction: About Me & Portfolio
Quarter 2: Learning Styles and Coping Skills	
7	Xello: Learning Styles Quiz
	Self-Care: Coping Skills/Self-Care Skills
Quarter 3: Discover Learning & Career Pathways	
7	Xello: Discover Learning Pathways & Career Paths Personal and Academic Planning: Academic Success and Planning (Student Enrollment)
	PSSD Engaging Scenario: Self-Care Skills Reflection
Quarter 4	
7	Interpersonal Relationships: Lights, Camera, A-C-T

Unit 1: Conflict Resolution

Subject: School Counseling

Grade: 7

Name of Unit: Conflict Resolution

Length of Unit: 1 Class Period

Overview of Unit: In this unit, students will learn various interpersonal (social), conflict resolution, and coping skills and apply chosen ones to real-life situations.

Priority Standards for the unit:

- 1.CE.A. Compare interests, skills, and values with those of workers in the local and global community.
- 3.RS.B. Exhibit an awareness of personal responsibility in conflict situations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
interests, skills, and values with those workers in the local and global community	Compare	Analyze	2
an awareness of personal responsibility in conflict situations	Exhibit	Evaluate	4

Essential Questions:

1. How would you apply the skills necessary for positive interpersonal relationships?
2. How would you apply coping skills to manage life-changing events?
3. How do my personal skills and interests help guide my academic and career decisions?
4. How do I explore my college and career interests?
5. What skills will I use to increase my academic success, and how will I apply those?

Enduring Understanding/Big Ideas:

1. I can identify and apply specific social skills, including respecting of individual differences, and conflict resolution skills, and can counter peer pressure.
2. I can identify coping skills and explain how they would use them to manage life-changing events.
3. My skills and interests to inform my future academic and career choices.
4. I am aware of and can use various sources of information regarding college and career exploration, such as the Career Day/Share and College Tab.
5. I can identify study/academic skills and how they apply to academic success.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Individual differences Peer conflict Peer pressure	Social skills Bullying Self-concept Coping skills Mindfulness Growth/fixed mindset College and Career Ready College and Career Readiness Index Personal Planning Career Key Career Paths/Career Clusters

Engaging Experience 1

Title: Conflict Resolution T-Chart

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- 3.RS.B. Exhibit an awareness of personal responsibility in conflict situations.

Detailed Description/Instructions: School counselor will provide students with a series of scenarios involving typical peer conflict issues (for example: rumors, mean words from a peer, or other situations students often encounter). A discussion is then held to talk about typical responses and options for handling these challenges in a healthy manner.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Xello: About Me & Portfolio

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 1.CE.A. Compare interests, skills, and values with those of workers in the local and global community.

Detailed Description/Instructions: Students will explore the Career, College, and the Majors tab in Xello. They will enter into their Xello portfolio their skills, interests, and some top career choices and notes regarding the relevance and requirements of those careers.

Bloom's Levels: Apply

Webb's DOK: 2

Unit 2: Learning Styles & Positive Coping Skills

Subject: School Counseling

Grade: 7

Name of Unit: Xello Learning Styles & Positive Coping Skills

Length of Unit: 2 Class Periods

Overview of Unit: Students will explore their learning styles, strengths and interests related to future careers and their post-secondary goals. Students will also analyze their academic strengths and weaknesses and how to plan for academic success.

Priority Standards for the unit:

- 1.CE.A. Compare interests, skills, and values with those of workers in the local and global community.
- 2. RDM.A. Identify personal agency in problem-solving, decision-making, and refusal skills to make safe/healthy choices.
- 1.SM. B. Revisit and refine safe strategies to foster positive emotional experiences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
interests, skills, learning styles, and values with those workers in the local and global community	Compare	Analyze	2
personal agency in problem-solving, decision making, and refusal skills to make safe/healthy choices	Identify	Analyze	2
safe strategies to foster positive emotional experiences	Revisit & Refine	Analyze	2

Essential Questions:

1. How does my learning style, my personal skills and interests help guide my academic and career decisions?
2. How do I explore my college and career interests, and how do I access this information?
3. What skills will I use to increase my academic success, and how will I apply those?
4. How would you apply the skills necessary for positive interpersonal relationships?
5. How would you apply coping skills to manage life-changing events?

Enduring Understanding/Big Ideas:

1. I can identify and apply specific social skills, conflict resolution skills, and tactics to counter peer pressure, while respecting individual differences.
2. I can identify coping skills and explain how they would use them to manage life changing events.
3. My future academic and career choices are informed by my skills and interests.
4. I can utilize various sources of information regarding college and career exploration, such as Xello.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Individual differences Peer conflict Peer pressure Interests Skills Values Learning styles	Social skills Bullying Self-concept Coping skills Mindfulness Growth/fixed mindset College and career readiness Personal planning Career Paths/Career Clusters

Engaging Experience 1

Title: Xello Learning Styles Inventory

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 1.CE.A. Compare interests, skills, and values with those of workers in the local and global community.

Detailed Description/Instructions: After taking the Learning Styles inventory in Xello, students will complete the Learning Styles lesson in Xello. In it, they will investigate visual, auditory, and tactile learning styles. They will explore how understanding their own learning style can help them in school, to select a career cluster/field, and to apply the knowledge on the job.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Coping Skills/ Self-Care Skills

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 2.RDM.A. Identify personal agency in problem-solving, decision-making, and refusal skills to make safe/healthy choices
- 1.SM.A Revisit and refine safe strategies to foster positive emotional experiences

Detailed Description/Instructions: Present commonly used coping skills/self-care skills to see what skills the kids are currently using (4 corners is an option). Include mindfulness/mindset as skills. Have the kids identify what skills they use and what new skills they can apply to a stressful situation/or situations in their own lives. Have the students identify a stressful situation and what skills they can use to help.

Bloom's Levels: Analyze

Webb's DOK: 2

Unit 3: Discover Learning & Career Pathways

Subject: School Counseling

Grade: 7

Name of Unit: Discover Learning & Career Pathways

Length of Unit: 2 Class Periods

Overview of Unit: Students will understand their secondary school requirements, investigate their learning (postsecondary) pathway options (university, community college, apprenticeship, straight to work, military, and community living). They will explore the learning pathways to various careers, and evaluate the pathways they could take to a career that interests them. They will use Xello to perform these tasks.

Priority Standards for unit:

- 1.CE.A. Identify careers from people who you know and sort them into the six Missouri [career paths](#).
- 2.CP.A. Utilize career and educational information to explore [career paths](#) of interest.
- 2.CP.B. Compare different types of postsecondary training and education as they relate to career choices.
- 2.RDM.A. Identify personal agency in problem-solving, decision making, and refusal skills to make safe/healthy choices

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
match individual careers to corresponding Missouri career path (e.g., RIASEC Model)	Identify	Understand	1
career and educational information to explore career paths of interest	Utilize	Analyze	2
postsecondary training and education as they relate to career choices	Compare	Analyze	3

Essential Questions:

1. How would you apply the skills necessary for positive interpersonal relationships?
2. How would you apply coping skills to manage life-changing events?
3. How do my personal skills and interests help guide my academic and career decisions?
4. How do I explore my college and career interests and how do I access this information?
5. What skills will I use to increase my academic success and how will I apply those?

Enduring Understanding/Big Ideas:

1. I can identify and apply specific social skills, respect for individual differences, conflict resolution skills and tactics to counter peer pressure.
2. I can identify coping skills and explain how they would use them to manage life changing events.
3. I understand how my skills and interests relate to future academic and career choices.
4. I can utilize various sources of information regarding college and career exploration, such as Career Day/Share and the College Tab in Xello.
5. My academic success is improved as I acquire study and academic skills.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Individual differences Peer conflict Peer pressure	Social skills Bullying Self-concept Coping skills Mindfulness Growth/fixed mindset College and career ready Personal planning Career Paths/Career Clusters Postsecondary training

Engaging Experience 1

Title: Academic Success and Planning

Suggested Length of Time: 1 class period

Standards Addressed*Priority:*

- 1.CE.A. Identify careers from people who you know and sort them in the six Missouri [career paths](#) (e.g., RIASEC Model).
- 2.CP.A. Utilize career and educational information to explore [career paths](#) of interest.
- 2.CP.B. Compare different types of postsecondary training and education as they relate to career choices.

Detailed Description/Instructions: Class meetings will be held when students will be asked about the academic expectations of seventh grade and if/how those are different from past years. Students will complete the Discover Learning Pathways lesson in Xello, then brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Xello.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 1

Title: Xello: Discover Learning Pathways

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 1.CE.A. Identify careers from people who you know and sort them in the six Missouri [career paths](#) (e.g., RIASEC Model).
- 2.CP.A. Utilize career and educational information to explore [career paths](#) of interest.
- 2.CP.B. Compare different types of post- secondary training and education as they relate to career choices.

Detailed Description/Instructions: A class meeting will be held regarding the six career paths. Students will discover learning pathways and postsecondary options associated with the career paths. Students will research which learning pathway is appropriate for their preferred career path.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Discovering Career Pathways

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 1CE.A. Identify careers from people who you know and sort them in the six Missouri [career paths](#) (e.g., RIASEC Model).
- 2.CP.A. Utilize career and educational information to explore [career paths](#) of interest.
- 2.CP.B. Compare different types of post- secondary training and education as they relate to career choices.

Detailed Description/Instructions: Students will compile personal interest and strengths as they relate to future career options, career interests and academic goals in their Xello portfolio.

Bloom's Levels: Apply

Webb's DOK: 3

Unit 4: ACT Review & Positive Self Care

Subject: Counseling

Grade: 7

Name of Unit: ACT Review & Positive Self-Care

Length of Unit: 1 class Period

Overview of Unit: Students will review the acronym A-C-T and review positive self-care skills. Students will practice active listening and empathy in relationships.

Priority Standards for unit:

- 4.SA.B. Implement active listening and empathy in relationships

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
active listening and empathy in relationships	Implement	Apply	2
personal agency in problem-solving, decision making, and refusal skills to make safe/healthy choices	Identify	Analyze	2

Essential Questions:

1. How would you apply the skills necessary for positive interpersonal relationships?
2. How would you apply coping skills to manage life-changing events?
3. What do I do when someone, including me, is struggling with their mental health?
4. What is self-care and what works for me to keep myself healthy and safe?

Enduring Understanding/Big Ideas:

1. I can identify coping skills and explain how they would use them to manage life changing events.
2. I can identify signs and symptoms that I am or a friend is struggling with their mental health and needs help.
3. I know how to seek help for myself or a friend when experiencing mental health struggles.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Life-changing events Decision-making	Interpersonal relationships Mental health Self Care Coping skills Mindfulness Personal agency Active listening Empathy

Engaging Experience 1

Title: Lights, Camera, A-C-T!

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 4.SA.B. Implement active listening and empathy in relationships

Detailed Description/Instructions:

The goal of this exercise is to engage students in a role-playing activity to help them develop and practice effective ways to handle situations involving a depressed or suicidal friend.

Review the acronym A-C-T: Acknowledge, Care, Tell, taught to them during the lesson given on the day Signs of Suicide (SOS) was held. Define what each of these words mean and when we would use this acronym. Review and identify a trusted adult. Students can brainstorm a situation when they were concerned about a friend. They can write down what “acknowledge” statements would be and what “care” statements would be.

Have each group write out their dialogue and act out their scenario. The rest of the class will identify and write down warning signs, what they did to acknowledge, what they did to care, and how they told a trusted adult. They can also identify what they would do differently.

Scenarios:

1. Theresa is on Instagram one night when she notices her friend, Laura, posted saying “I can’t live this kind of life anymore. I’m ready for it to end.” Theresa is not sure if it’s too late to call her, but this post is really worrying her.
2. Sam is hanging out her friend at Sasha’s house one weekend for a sleepover. Sasha has been acting strange lately at school; not caring about grades, skipping class and avoiding her normal group of friends at lunch, so Sam is excited to finally hang out and see what’s

been going on with her friend lately. Right when Sam gets to her house, she pulls out a vape which was surprising to Sasha. During the sleepover Sasha mentions “I just can’t take all this stress anymore. Tests, papers, practice. It’s too much, I want to be done with everything.”

3. It’s the end of the school day, and Shawn is talking to Marcus about the upcoming weekend. They usually make plans to hang out and play basketball on Saturdays with some other guys, but Marcus hasn’t shown up for the last couple months. Shawn asks Marcus about it, but he becomes annoyed and angry and tells him to just back off. Shawn thinks it’s strange considering Marcus is typically energetic, happy, and always up for shooting hoops.
4. Maria calls her friend Alex to see if she’s still coming to her birthday dinner on Friday night. Alex has known about it for months and was initially excited for a fun night out. But ever since her parents split up a few months ago, Alex has been crying non-stop; at school, during track practice, and she has been quiet and withdrawn around her best friends. Maria has a feeling that Alex will not want to come to her birthday, but she’s unsure how to let Alex know that she’s worried.
5. Ever since Christina and her boyfriend broke up, his friends have been sending her harassing text messages and messages online. At first, she responded to them, asking them to stop, but that seemed to make it worse. Rumors have started spreading around the school, and Devon overhears Christina telling someone, “I guess I deserved it anyway. I was never good enough for him.” Devon is concerned about her because it is unlike her to be so negative.

Bloom’s Levels: Apply

Webb’s DOK: 3

Engaging Experience 2

Title: Self-Care Skills Reflection

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 2.RDM.A. Identify personal agency in problem-solving, decision making, and refusal skills to make safe/healthy choices

Detailed Description/Instructions: Think about someone you admire; write about a time you saw them implement two self-care strategies and 2 interpersonal strategies.

Bloom’s Levels: Apply

Webb’s DOK: 2

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.