Counseling & SEL Curriculum

2025-2026
School District of Holmen
Holmen, WI

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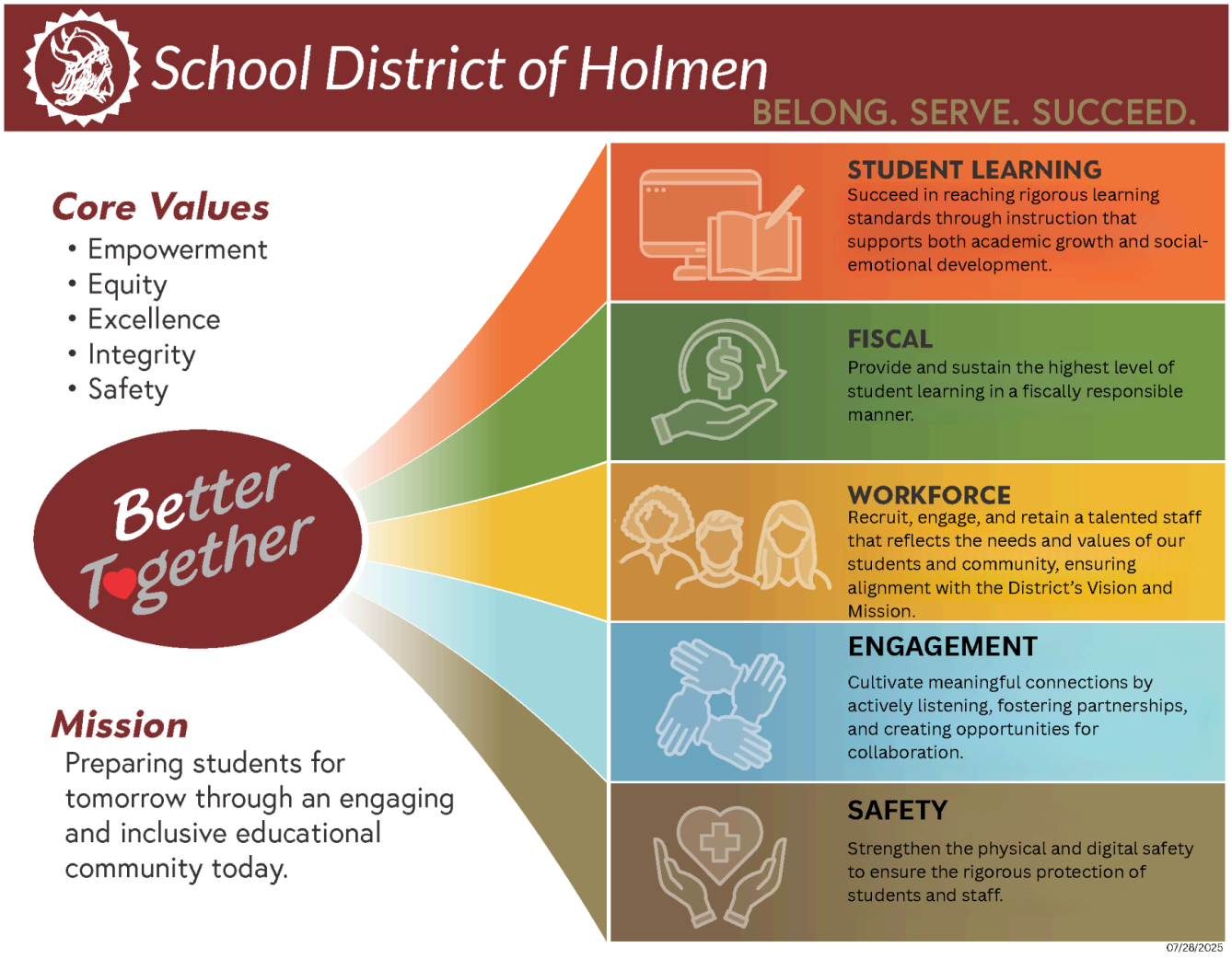
Counseling & SEL Executive Summary

School District of Holmen

The school counselors have worked to develop a curriculum that provides a framework for education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District. The main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations. ● Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable. ● Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline. The former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed. From Instructional Service

District Vision / Mission / Focus Statement

2026-2030 Strategic Plan



School District of Holmen

SCHOOL BOARD OF EDUCATION MEMBERS

Jennifer Dieck, President
Chris Lau, Vice President
Maggie Smith, Clerk
Barb Wuensch, Treasurer
Bridget Todd-Robins, Board Member
Lindsay Nied, Board Member
Khadijah Islam, Board Member
Abigail Holthe, Student Representative

ADMINISTRATION

Dr. Kristin Mueller, District Administrator
Julie Holman, Executive Director of Finance and Operations
Jill Mason, Executive Director of Student Services
Kimberly Edwards, Executive Director of Instructional Services
Kathleen Stephany, Director of Information & Technology
Lacey Sinn, Director of Learning and Assessment
Jennifer Gimmer, Director of Safety and Student Services
Wayne Sackett, High School Principal
Benjamin Johrendt, High School Associate Principal
Nick Bakke, High School Associate Principal
Jason Lulloff, Activities Director
Ryan Vogler, Middle School Principal
Ben Taschner, Middle School Associate Principal/Activities Director
Brady Turner, Middle School Associate Principal
Dr. Nick Weber, Prairie View Elementary Principal
Matt Meyers, Sand Lake Elementary Principal
Nina Swanson, Viking Elementary Principal
Sarah Thompson, Evergreen Elementary Principal
Sue Eitland, Associate Principal, 4K and Early Childhood

Elementary School Counseling & SEL Curriculum

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- **M 3.** Positive attitude toward work and learning
- **M 4.** Self-confidence in ability to succeed
- **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Critical thinking skills to make informed decisions	**B-SMS 1.**	Responsibility for self and actions	**B-SS 1.**	Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	**B-SMS 2.**	Self-discipline and self-control	**B-SS 2.**	Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	**B-SMS 3.**	Independent work	**B-SS 3.**	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self- direction for learning	**B-SMS 4.**	Delayed gratification for long-term rewards	**B-SS 4.**	Empathy
B-LS 5.	Media and technology skills to enhance learning	**B-SMS 5.**	Perseverance to achieve long- and short-term goals	**B-SS 5.**	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	**B-SMS 6.**	Ability to identify and overcome barriers	**B-SS 6.**	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	**B-SMS 7.**	Effective coping skills	**B-SS 7.**	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	**B-SMS 8.**	Balance of school, home and community activities	**B-SS 8.**	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.**	Personal safety skills	**B-SS 9.**	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	**B-SMS 10.**	Ability to manage transitions and adapt to change	**B-SS 10.**	Cultural awareness, sensitivity and responsiveness

Kindergarten

Unit: Kindergarten Emotional Regulation	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can name my feelings, notice my body's signals, and use calming strategies. I can express my feelings with words instead of actions.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can name my feelings. 2. I can notice my body's signals (tight fists, fast heart). 3. I can name one calming strategy. 4. I can use my words to tell someone how I feel.

Unit: Kindergarten Problem Solving	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can recognize different sizes of problems. I can try different ways to solve a small problem. I can ask for help. I can repair it if I make a mistake.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 5. Ethical decision-making and social responsibility. B-SS 6. Effective collaboration and cooperation skills.	**Learning Targets:** 1. I can recognize if a problem is small (I can solve it) or big (I need help). 2. I can try different ways to solve a small problem. 3. I can ask for help. 4. I can repair if I make a mistake

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary . B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias.	

Unit: Kindergarten Growth Mindset	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can try my best even when learning feels tricky, because I know school is where I grow my brain. I can be brave when I make mistakes, and say, "I'm still learning!" to help myself keep going. I see how mistakes are helpful to my learning. I can stay focused by bringing my attention back when I get distracted, and I can feel proud of myself for working hard and not giving up—even when something is really challenging.	
Priority Standards: M 3. Positive attitude toward work and learning. M 4. Self-confidence in ability to succeed. B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I know challenges help me learn. 2. I know that mistakes help me grow and learn new things. 3. I can be proud of myself for working hard and not giving up.

Unit: Kindergarten Relationship	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can play and work with others by taking turns, using kind words, and listening. I can start playing with different friends and help others feel included. I can use my words to say how I feel. I can ask a grown-up for help when I have a problem with a friend.	
Priority Standards: M 1. Belief in development of whole self,	**Learning Targets:** 1. I can take turns and listen when I play or

including a healthy balance of mental, social/emotional and physical well-being. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills.	work near others. 2. I can use kind words and keep my body safe around classmates. 3. I can play near different classmates and respond kindly when others want to join.

1st Grade

Unit: 1st Grade Emotional Regulation	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can recognize feelings in myself and others. I can pay attention to my body signals to notice when my feelings change. I can use calming strategies and notice when my body is ready to learn.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can recognize my own feelings and the feelings of others. 2. I can notice my feelings changing by paying attention to my body signals. 3. I can use a calming strategy when prompted. 4. I can notice when my body is ready to learn.

Unit: 1st Grade Problem Solving	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can identify ways to solve problems of different sizes. I can try to fix problems on my own before asking a grown-up. I can use an I-message and include what I need to help fix a problem. I can take responsibility for a mistake I have made and fix it.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 5. Ethical decision-making and social responsibility. B-SS 6. Effective collaboration and cooperation skills. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias.	**Learning Targets:** 1. I can identify ways to solve a small, medium, and big problem. 2. I can try to fix small problems before asking a grown-up. 3. I can use an I-message and include what I need. 4. I can say "I'm sorry" and try to make things right when I make a mistake.

Unit: 1st Grade Growth Mindset	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can challenge myself by trying new things, even when they seem tricky at first. I can keep working through hard tasks because I know that learning takes time and effort. I can use strategies like asking a peer, looking at my work again, or taking a deep breath before I try again. I can remind myself that when I make mistakes, my brain is growing, and I can learn from them. I can stay focused by using my listening skills, thinking carefully, and not giving up, even when I want to stop.	
Priority Standards: B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals.	**Learning Targets:** 1. I can keep trying when something is hard. 2. I can use flexible thinking.

B-SMS 10. Ability to manage transitions and adapt to change.	3. I can learn from my mistakes. 4. I can feel proud of my effort.

Unit: 1st Grade Relationship	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can build and strengthen friendships over time by listening, taking turns, and using kind words and actions. I can play and work with different classmates and try new activities with friends.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills.	**Learning Targets:** 1. I can listen and take turns when I play or work with others. 2. I can use kind words and actions with classmates. 3. I can play with different classmates and try activities that others choose.

2nd Grade

Unit: 2nd Grade Emotional Regulation	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): By the end of the year, I can recognize when my feelings change, remember they won't last forever, and use self-control and calming strategies to choose how I respond.	
Priority Standards:	**Learning Targets:**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills. B-SMS 10. Ability to manage transitions and adapt to change.	1. I can recognize when my feelings change and how they affect my actions. 2. I can understand the importance of self-control. 3. I can identify multiple calming strategies. 4. I can understand that feelings are not forever and I can choose how I react.

Unit: 2nd Grade Problem Solving	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can decide if I can solve a problem on my own and know when to ask for help. I can use many different strategies to solve a problem. I can reflect how my choices impact others. I can work with others to find solutions everyone feels are fair.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 5. Ethical decision-making and social responsibility. B-SS 6. Effective collaboration and cooperation skills. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias.	**Learning Targets:** 1. I can decide if I can solve a problem on my own or if I need help. 2. I can use different strategies like talking it out, going to another game, or making a new plan. 3. I can think about how my choices will make others feel. 4. I can work with others to find fair solutions that help everyone.

Unit: 2nd Grade Growth Mindset	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can keep going when my work is hard, even when I feel frustrated, because I know that struggle helps my brain grow. I can use different strategies like asking for help, breaking my work into smaller steps, or trying again in a new way. I can remind myself that mistakes are part of learning and say, 'I can do this if I keep trying!' I can challenge myself by trying new things, even when they feel tricky at first. I can set learning goals and check my progress to see how I am improving. I can stay focused by using my thinking skills, listening carefully, and finding ways to bring my attention back when I get distracted.	
Priority Standards: M 3. Positive attitude toward work and learning. M 4. Self-confidence in ability to succeed B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can try more than one strategy when something is hard. 2. I can notice when I'm getting frustrated. 3. I can use tools to stay calm and flexible. 4. I can learn from my mistakes. 5. I can challenge myself by trying new or difficult things. 6. I can feel proud of myself for trying and sticking with it.

Unit: 2nd Grade Relationship	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can build and strengthen friendships over time by recognizing the qualities of a good friend, such as kindness, honesty, respect, and listening. I can notice the qualities I bring to friendships and what qualities my friends bring. I can understand why these qualities lead to a healthy friendship.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment.	**Learning Targets:** 1. I can name qualities of a good friend, such as kindness, honesty, respect, and listening. 2. I can notice the qualities I bring to friendships and what qualities my friends bring.

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills.	3. I can understand why these qualities lead to a healthy friendship.

3rd Grade

Unit: 3rd Grade Emotional Regulation	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): By the end of the year, I can identify complex emotions in myself, understand how they affect my thoughts, words, and actions, and choose coping strategies or ask for help when I need to calm down.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can name more complex emotions in myself. 2. I can recognize when my emotions are getting stronger and how they affect my thoughts, words, and actions. 3. I can notice when I need to calm down and ask for help if I need to. 4. I can match helpful coping strategies to my feelings.

Unit: 3rd Grade Problem Solving	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can identify when my choices created a problem. I can try more than one strategy to solve problems before asking for help. I can recognize the difference between a mean moment, conflict, and bullying. I can listen to someone else's perspective before choosing a solution.	
Priority Standards:	**Learning Targets:**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 5. Ethical decision-making and social responsibility. B-SS 6. Effective collaboration and cooperation skills. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias.	1. I can identify when my choices created a problem. 2. I can try multiple strategies to solve a small or medium problem on my own before asking for help. 3. I can recognize the difference between a mean moment, conflict, and bullying. 4. I can listen to someone else's perspective before choosing a solution.

Unit: 3rd Grade Growth Mindset	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can notice my strengths and one area I need to improve. I understand what happens when something is challenging—whether I avoid, withdraw, or disrupt—and how these choices affect my learning and growth. I can recognize what is challenging and use strategies to stay calm, refocus, and stay in control of my response. I understand the difference between a fixed mindset and a growth mindset, and I can choose thoughts that help me keep trying. I can set a small goal for an area I want to improve.	
Priority Standards: M 3. Positive attitude toward work and learning. M 4. Self-confidence in ability to succeed. B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can identify my strengths and one area I need to improve. 2. I can recognize what happens when I lose focus (Avoid, Withdraw, Disrupt). 3. I can recognize what is challenging and may trigger me. 4. I understand the difference between a fixed mindset and a growth mindset. 5. I can set a small learning goal and work toward it.

Unit: 3rd Grade Relationship	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can strengthen friendships by recognizing healthy and unhealthy interactions. I can show empathy and respect for different perspectives. I can build friendships by including others and valuing differences.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills.	**Learning Targets:** 1. I can recognize signs of healthy and unhealthy interactions in friendships. 2. I can show empathy by noticing and respecting different perspectives. 3. I can build friendships by including others. 4. I can value differences in people, ideas, and interests.

4th Grade

Unit: 4th Grade Emotional Regulation	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): By the end of the year, I can identify complex emotions in myself and others, understand that I am in charge of my brain and body, and use effective strategies or self-advocacy to stay focused and calm.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.	**Learning Targets:** 1. I can identify more complex emotions in myself and others.

B-SMS 1. Responsibility for self and actions. B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills. B-SMS 10. Ability to manage transitions and adapt to change.	2. I can recognize that I am in charge of my own brain and body. 3. I can use effective strategies to help myself stay in control. 4. I can notice when I am struggling to focus or stay calm and advocate for myself.

Unit: 4th Grade Problem Solving	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can consider how different solutions might impact myself and others. I can take responsibility when I play a part in the problem and take steps to fix it. I can listen to different perspectives and work with others to find fair solutions through compromise and collaboration. I can reflect on past problems and how I solved them to improve my future decision-making.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 5. Ethical decision-making and social responsibility. B-SS 6. Effective collaboration and cooperation skills. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias.	**Learning Targets:** 1. I can consider how different solutions might impact others and myself. 2. I can take responsibility when I play a part in a problem and take steps to fix it. 3. I can listen to different perspectives and work with others to find fair solutions through compromise and collaboration. 4. I can reflect on past problems and how I solved them to improve my future decision-making.

Unit: 4th Grade Growth Mindset	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): *"I understand that changing a habit or skill takes time, effort, and repeated practice to build a new brain pathway. I can identify whether the challenge is something I can control or something I cannot control. I can choose strategies that help me stay calm, flexible, and focused on what is in my control. I can recognize when my thinking is fixed and shift to a growth mindset so I can keep trying. I can set a goal and use strategies to work toward it, and celebrate the progress."*	
Priority Standards: M 3. Positive attitude toward work and learning. M 4. Self-confidence in ability to succeed. B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I understand that changing a habit or skill takes time and repeated practice. 2. I can identify what is in my control and what is not. 3. I can use strategies to stay calm, flexible, and focused. 4. I can recognize fixed-mindset thoughts and shift to growth-mindset thinking. 5. I can set a goal, work toward it and celebrate my progress.

Unit: 4th Grade Relationship	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can build and maintain healthy friendships by understanding trust, boundaries, and respect in relationships. I can recognize how peer influence affects friendships and stay true to myself and my boundaries when friends think or act differently than I do.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to	**Learning Targets:** 1. I can describe what trust, respect, and boundaries looks like in a healthy friendship. 2. I can recognize when peer influence is positive or pressuring in friendships. 3. I can stay true to myself and my boundaries when friends think or act differently than I do.

and different from them. B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills.	

5th Grade

Unit: 5th Grade Emotional Regulation	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): By the end of the year, I can recognize and take responsibility for my emotions, choose effective strategies based on the situation, and advocate for my needs.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can take ownership of my emotions and what I need to regulate. 2. I can identify what strategies work best for me in different situations. 3. I can advocate to meet my needs.

Unit: 5th Grade Problem Solving	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can agree and disagree respectfully with others. I can work towards fair and respectful solutions with others. I can take responsibility for my role in a problem and take action to fix it. I can reflect on past challenges and problem-solving experiences to make better, more informed decisions in new situations. I can accept feedback and use it to improve moving forward.	
Priority Standards:	**Learning Targets:**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 5. Ethical decision-making and social responsibility. B-SS 6. Effective collaboration and cooperation skills. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias.	1. I can agree and disagree respectfully with others. 2. I can work toward fair and respectful solutions with others. 3. I can take responsibility for my role in a problem and take action to fix it. 4. I can reflect on past challenges and problem-solving experiences to make better, more informed decisions in new situations. 5. I can accept feedback and use it to improve moving forward.

Unit: 5th Grade Growth Mindset	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can keep working through challenges by staying focused, being flexible when things don't go as planned, and bouncing back after mistakes or failures instead of giving up. I can adapt to new situations and changes by using strategies that help me stay calm and flexible. I can recognize the strengths I bring to a group and appreciate the diverse strengths of others. I can appreciate the diversity within the group, which makes it stronger.	
Priority Standards: M 3. Positive attitude toward work and learning. M 4. Self-confidence in ability to succeed. B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals. B-SMS 10. Ability to manage transitions and adapt to change.	**Learning Targets:** 1. I can be flexible when things don't go as planned. 2. I can bounce back after mistakes or failures. 3. I can adapt to new situations or changes. 4. I can recognize the strengths I bring to a group. 5. I can appreciate others' diverse strengths. 6. I can appreciate the diversity within the group, which makes it stronger.

Unit: 5th Grade Relationships	**Duration**: 2-4 Lessons
Unit Objective (overarching objectives): I can build and maintain strong friendships by being trustworthy, loyal, and respectful in my relationships. I can recognize how rumors, exclusion, and peer pressure affect relationships. I can show empathy for different perspectives and contribute to relationships where people feel safe, respected, and included.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills.	**Learning Targets:** 1. I can identify trust, loyalty, and respect in strong friendships. 2. I can recognize how rumors, exclusion, and peer pressure affect relationships. 3. I can show empathy and help create relationships where others feel safe and included.

Middle School Counseling & SEL Curriculum

ASCA Mindsets & Behaviors by Grade Level 6-8

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Gr.	Self-Management Skills	Gr.	Social Skills	Gr.
B-LS 1. Critical thinking skills to make informed decisions	6,7,8	B-SMS 1. Responsibility for self and actions	7,8	B-SS 1. Effective oral and written communication skills and listening skills	6,7
B-LS 2. Creative approach to learning, tasks and problem solving	6	B-SMS 2. Self-discipline and self-control	6,7,8	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	6,7,8
B-LS 3. Time-management, organizational and study skills	6,7	B-SMS 3. Independent work	7	B-SS 3. Positive relationships with adults to support success	6,7,8
B-LS 4. Self-motivation and self-direction for learning	6,7,8	B-SMS 4. Delayed gratification for long-term rewards		B-SS 4. Empathy	6,7,8
B-LS 5. Media and technology skills to enhance learning	7,8	B-SMS 5. Perseverance to achieve long-and short-term goals	7,8	B-SS 5. Ethical decision-making and social responsibility	6,7,8
B-LS 6. High-quality standards for tasks and activities		B-SMS 6. Ability to identify and overcome barriers	6,7,8	B-SS 6. Effective collaboration and cooperation skills	6,7
B-LS 7. Long- and short-term academic, career and social/emotional goals	7,8	B-SMS 7. Effective coping skills	6,7,8	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	7,8
B-LS 8. Engagement in challenging coursework	8	B-SMS 8. Balance of school, home and community activities		B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	6,7,8
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias		B-SMS 9. Personal safety skills	7	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	7
B-LS 10. Participation in enrichment and extracurricular activities	8	B-SMS 10. Ability to manage transitions and adapt to change	7,8	B-SS 10. Cultural awareness, sensitivity and responsiveness	6,7,8

6th Grade School Counseling Units

<table>
<tr><td>Unit: Values and Decisions</td><td>Duration: 5 Sessions</td></tr>
<tr><td colspan="2">Unit Objective (overarching objectives):

Students will learn to identify and apply personal values to inform their decisions, define their sense of self, guide their actions in online environments (including responding to cyberbullying), and build positive relationships and school engagement.</td></tr>
<tr><td>Priority Standards:

M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.

M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment.

B-SMS 2. Self-discipline and self-control.

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.</td><td>Learning Targets:

Students will learn how personal values can help us make decisions and act in ways that align with our sense of self and what we think is important.

Students will apply personal values to online environments, acknowledging the difficulty of implementing them in digital spaces.

Students will learn to identify cyberbullying and strategies for effective response.

Students will make connections and build relationships.

Students will identify opportunities to get involved in fun and interesting activities at school and think of opportunities we wish existed.

Students will reflect on how they want to feel in different situations.

Students will discuss how this relates to and can help them understand their personal values.

Students will think about what they value and how that helps them to think about who they want to be.

Students will reflect on the qualities they value in friends.</td></tr>
<tr><td colspan="2">Supporting Standards: CASEL Standards</td></tr>
</table>

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Unit: Empathy and Compassion	**Duration**: 5 Sessions
Unit Objective (overarching objectives): This unit equips students with the skills to identify, prevent, and respond to bullying by distinguishing it from general negative behavior and understanding the power dynamics at play. Through "perspective-getting" and empathy, students learn to resolve conflicts and build stronger friendships by asking questions rather than making assumptions. Students will be empowered to move from bystanders to active advocates, providing them with concrete strategies to support peers, report incidents, and shift power back to those experiencing bullying to foster a safer school community.	
Priority Standards: M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.	**Learning Targets:** *Students* will identify key components, types, and impacts of bullying, distinguishing it from negative behavior, and recognizing response strategies. Students will learn about school rules, expectations, and how to respond to and report bullying. Students will develop a deeper understanding of bullying dynamics and acquire essential skills to prevent it in our school community. *Students* will practice understanding others' perspectives using the strategy of seeking and offering advice. One scenario involves advising a student facing bullying, reinforcing strategies for handling such situations.

B-SS 5. Ethical decision-making and social responsibility. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 10. Cultural awareness, sensitivity and responsiveness.	*Students* will learn that understanding others' viewpoints is vital for friendship, conflict resolution, and group collaboration. Students will explore how people react differently to situations, including a scenario where students empathize with someone facing bullying.
B-SS 6. Effective collaboration and cooperation skills.	*Students* learn that to understand others' perspectives is a fundamental social skill important for making friends, solving conflicts, and working in groups. Students will explore and practice "perspective- getting" by actively asking questions of each other to better understand the perspectives behind their thoughts and opinions - rather than simply assuming we know.
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.	*Students* will learn about the role power plays in bullying behavior and how to shift that power to the person experiencing bullying. Students will discuss what it means to move from being a bystander to an effective advocate for others, equipped with strategies to stop bullying, support those experiencing it, and report bullying incidents, thus fostering a safer and more supportive environment.

Supporting Standards: CASEL Standards

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Unit: Friendship/Social Skills (Goals and Habits)	**Duration**: 4 Sessions
Unit Objective (overarching objectives): Students will recognize active listening as a vital tool for strengthening friendships, resolving conflicts, and collaborating in groups. By distinguishing between effective and ineffective habits, they will develop concrete strategies to improve their focus and demonstrate what it truly looks like to "fully listen" to others.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 6. Effective collaboration and cooperation skills.	**Learning Targets:** *Students* will learn that listening is a valuable skill that improves peer relationships and is important for perspective-taking, conflict resolution, and group work. Students will practice identifying good versus bad listening. *Students* will think about what fully listening looks like and come up with strategies to be better listeners.
Supporting Standards: CASEL Standards RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.	

Unit: Emotion Understanding and Regulation	**Duration**: 4 Sessions
Unit Objective (overarching objectives): Students will learn to manage strong emotions by naming their feelings and practicing calming breathing techniques to maintain clarity in difficult situations. By mastering these self-regulation skills, students better position themselves to build the meaningful friendships that foster a sense of school belonging and academic success.	

Priority Standards:	**Learning Targets:**
B-SMS 2. Self-discipline and self-control. B-SS 5. Ethical decision-making and social responsibility.	*Students* will learn the value of regulating and calming their bodies and learn some techniques focused on breathing.
B-SMS 2. Self-discipline and self-control. B-SMS 7. Effective coping skills	*Students* will name their strong emotions to help them stay calm and think through difficult situations
M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	*Students* will learn that having friends is important for well-being and even school success. Students will learn that having friends helps us feel a sense of belonging in our school.

Supporting Standards: CASEL Standards

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Unit: Academic and Career Planning	**Duration**: 4 Sessions

Unit Objective (overarching objectives):

This unit guides students through the Academic and Career Planning (ACP) process by connecting personal interests and school subjects to the 16 Career Clusters. Students will define why people work, begin a foundational activities resume, and research specific careers that align with their interests. The unit concludes with a "Dream Life" exercise, helping students bridge the gap between their current middle school interests and their future lifestyle goals.

Priority Standards:	**Learning Targets:**

M 3. Positive attitude toward work and learning. M 3. Positive attitude toward work and learning. B-LS 4. Self-motivation and self- direction for learning. M 3. Positive attitude toward work and learning. B-LS 1. Critical thinking skills to make informed decisions. M 3. Positive attitude toward work and learning. M 4. Self-confidence in ability to succeed.	*Students* will learn why people work. Students will learn factors people consider when selecting a career that is right for them. *Students* will learn what the ACP process is, the need to become aware of their strengths and interests, and connect them to the world of work Students will begin their activities resume and learn the value of keeping track of their involvement. *Students* will learn about Career Clusters. Students will learn how Career Clusters connect to middle school classes. *Students* will explore careers based on career clusters and classes of interest. Students will dream about what their personal and career life will look like for them when they are in their 30s.

Unit: Transition	**Duration**: 2 Months
Unit Objective (overarching objectives): This unit is designed to ease the transition into middle school by fostering a sense of security, connection, and belonging. Students will navigate the shift from elementary to middle school by addressing common anxieties and replacing them with practical strategies for academic and social success.	
Priority Standards: M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment. M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**Learning Targets:** *Students* will learn about middle school in order to quell worries our students might have at the beginning of middle school. Students will learn about the importance of belonging at school.

	Students will think about their own definition of community. Students will make the connection between community, safety, and respect.
B-LS 2. Creative approach to learning, tasks and problem solving .	*Students* will quell worries students might have at the beginning of middle school. Students will learn about fitting in and belonging at school.
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	*Students* will think about their own definition of community. Students will make the connection between community, safety, and respect.
B-SS 3. Positive relationships with adults to support success.	*Students* will make connections and build relationships. Students will make plans to get to know 4 adults in the building.
M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 3. Time-management, organizational and study skills.	*Students* will learn test-taking strategies for middle school.
Supporting Standards: CASEL Standards RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	

Unit: Mental Health	**Duration**: 4 Sessions
Unit Objective (overarching objectives): Students will learn to manage strong emotions by naming their feelings and practicing calming breathing techniques to maintain clarity in difficult situations. By mastering these self-regulation skills, students better position themselves to build the meaningful friendships that foster a sense of school belonging and academic success.	
Priority Standards:	**Learning Targets:**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 7. Effective coping skills	*Students* will recognize signs of stress. Students will identify stress management strategies.
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-SMS 6. Ability to identify and overcome barriers.	*Students* will learn about mental health and mental wellness. Students will learn about the importance of seeking mental health support.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills	*Students* will learn and identify tools to help respond or react to emotions to remain in charge actions.

7th Grade School Counseling Units

Unit: Transition & Community Building	**Duration**: 4 Sessions (L1, L2, L3, L28)
Unit Objective (overarching objectives): This unit is focused on helping students strengthen relationships with peers and the ability to identify commonalities with peers to create a supportive classroom environment. It will also help to highlight the importance of all students as part of the school community and celebrate the unique perspectives that each student brings, while building understanding that various	

ways of being in the world are all okay. There will be a specific focus on learning how to identify situations where additional adult support is required and how to access that support both within Student Services and the larger community, especially outside of the school day.

Priority Standards:	**Learning Targets:**
B-SMS 9. Personal safety skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-SS 9. Social maturity and behaviors appropriate to the situation and environment.	*Students* will learn/review how to access support and resources in Student Services. Students will learn/review Confidentiality, Mandatory Reporting, Definition of a Crisis & how to access help.
M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	*Students* will think about their own definition of community. Students will build on past knowledge through activities to help students make the connection between community, safety, and respect.
M4: Self-confidence in ability to succeed B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 3. Positive relationships with adults to support success.	*Students* will work together to develop Community Agreements for their Advisory group as guidelines for the year. Students will lay the foundation for the group to be a safe place where people can be genuine without fear of mistreatment.
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 7. Long- and short-term academic, career and social/emotional goals. B-SMS 1. Responsibility for self and actions.	*Students* will reflect back on the learning that happened in 7th grade. Students will use the practice of reflection as a tool to look toward the future.

Supporting Standards: CASEL Standards

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Unit: Values & Decision Making	**Duration**: 7 Sessions (L4, L5, L6, L7, L8, L9, L10)
Unit Objective (overarching objectives): This unit is designed to help middle schoolers bridge the gap between their internal beliefs and their external actions. By the end of this unit, students will understand that their values are the "compass" that guides their decisions, helps them build character through habits, and empowers them to create a respectful, inclusive school community. In this middle school social-emotional learning unit, students will move from abstract concepts to concrete actions by **differentiating between bullying, harassment, and interpersonal conflict** through real-world scenarios and realistically consider what prevents middle schoolers from taking action and how to realistically navigate those barriers.	
Priority Standards:	**Learning Targets:**
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SMS 1. Responsibility for self and actions B-SS 5. Ethical decision-making and social responsibility.	*Students* will increase their understanding of what values are. Students will consider what values are most important to them and how they can guide their actions. Students will think about where their values come from.
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control	*Students* will explore the importance of building positive habits to help us live a life consistent with our values. Students will consider how habits are formed, the initial challenges when starting new good habits, and why habits are crucial for shaping our character.
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school	*Students* will review values and where they come from.

environment. B-SMS 1. Responsibility for self and actions B-SS 5. Ethical decision-making and social responsibility.	Students will explore the connection between values and noticing how emotions show up in their body. Students will practice using values as a compass.
M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SMS 1. Responsibility for self and actions B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.	*Students* will review our understanding of bullying and harassment. Students will review the similarities and differences between Bullying, Harassment, Conflict & Mean Comments. Students will apply learning to realistic middle school scenarios that highlight the complexity of many interactions and promote deeper perspective taking. Students will explore and discuss what factors and mindsets detract middle schoolers from reporting concerns they experience or observe.
M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SMS 1. Responsibility for self and actions B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy B-SS 10. Cultural awareness, sensitivity and Responsiveness.	*Students* will review the 7th grade Bullying & Harassment lesson. Students will extend previous learning and focus on the challenge of social isolation and its effects. Students will consider how to shift from being a bystander to advocate. Students will be challenged to commit to increasing awareness of peers experiencing social isolation and take action to increase belonging and inclusion.
M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 6. Effective collaboration and cooperation skills.	*Students* will focus on defining the value of respect: create a shared understanding of its meaning, learn that it is an action, and explore the different ways we experience respect.

B-SS 7. Leadership and teamwork skills to work effectively in diverse groups. M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy	*Students* will learn about respect and how it applies in different school settings. Students will pinpoint "Hot Spots" where more respect is needed. Students will discuss plans to encourage respectful behavior, aiming to build a culture of mutual respect and combat bullying.

Supporting Standards: CASEL Standards

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Unit: Emotional Health	**Duration**: 6 Sessions (L11, L12, L13, L14, L15, L16)

Unit Objective (overarching objectives):

This unit guides students through a comprehensive exploration of the biological and psychological factors that shape their emotional well-being with an emphasis on self-awareness. They will build skills of identifying what stressors they have agency over and which they do not; based on this students will consider ways to problem solve those stressors within their control and cope with those that are not. With a particular focus on skill deficits in Executive Functions, students will be asked to consider habits and behaviors they have that are actually increasing their stress levels and contributing to feelings of overwhelm. Students will revisit and expand learning around the power of language and the biological tendency to lean towards the negative and explore intentional strategies to overcome this challenge. They will be reminded of past learning of strategies to cope with big emotions, introduced to new ideas, and be encouraged to choose a few tools to practice regularly to benefit emotional regulation.

Priority Standards:	**Learning Targets:**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions B-SMS 6. Ability to identify and overcome barriers. B-SMS 7. Effective coping skills	*Students* will expand understanding of what stress is. Students will brainstorm areas of stress in their lives. Students will focus on coping with stressors outside their control.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. M 4. Self-confidence in ability to succeed B-LS 1. Critical thinking skills to make informed decisions. B-LS 3. Time-management, organizational and study skills	*Students* will review: what is stress & how can we cope. Students will recognize limits of the brain's ability to hold information. Students will learn about Executive Functions, consider if this is an area(s) that they need to work on, and consider ideas to help increase these functions and reduce stressors in their control.
M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills	*Students* will review:Taking Action to Reduce Stressors in My Control. Students will learn about the process for personal change. Students will review past learning about Emotions (Definition, Upstairs / Downstairs Brain, Sympathetic / Parasympathetic Nervous System, Biological Responses to Stress, Stress Response Patterns). Students will expand learning about Emotions. Students will review and add to strategies to cope with big emotions (Grounding, Creating Space-Name it to Tame It - "I" to "You").
M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	*Students* will review:Taking Action to Reduce Stressors in My Control and the process for personal change.

B-LS 4. Self-motivation and self- direction for learning. B-SMS 5. Perseverance to achieve long and short-term goals. B-SMS 7. Effective coping skills	Students will review and add to strategies to cope with big emotions (Creating Space-Name it to Tame It - "I" to "You", Redirecting Focus-Contact Points, Grounding, Expanding Emotional Vocabulary-Emotion Intensity, Take 5 Breath). Students will have the opportunity to commit to themselves to practice something to strengthen an executive function or increase healthy self-care.
M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	*Students* will explore the harmful impact of put-downs. Students will intentionally consider the pervasive nature of negativity in language compared to intentional kindness and consider ways to shift from a higher ratio of negative to positive.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 7. Effective coping skills B-SMS 10. Ability to manage transitions and adapt to change. B-SS 9. Social maturity and behaviors appropriate to the situation and environment.	*Students* will be challenged to explore, be curious, get into their "stretch zone", and have fun. Students will observe themselves as they try different strategies. Students will add ideas to their personal wellness toolbox.

Supporting Standards: CASEL Standards

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Unit: Academic and Career Planning	**Duration**: 4 Sessions (L17, L19, L20, L22)
Unit Objective (overarching objectives): In this unit, students embark on a journey of self-discovery and strategic planning. By navigating the **Xello** platform, students will bridge the gap between their personal identities—their skills, interests, and personality types—and the vast world of work. From identifying their **RIASEC** personality styles to investigating specific post-secondary majors and campuses, students will transition from "dreaming" to "mapping," ensuring they understand the tangible steps required to turn their interests into a future reality.	
Priority Standards: M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-LS 4. Self-motivation and self-direction for learning. B-LS 5. Media and technology skills to enhance learning. M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-LS 1. Critical thinking skills to make informed decisions. B-LS 4. Self-motivation and self-direction for	**Learning Targets:** *Students* will review what Academic and Career Planning is and its importance. Students will explore the components that will be completed in the current year. Students will review / learn how to log into Xello. Students will update About Me - Experiences & Credentials. Students will update About Me - Skills, Interests & Places. Students will complete Matchmaker. *Students* will review ACP 1. Students will learn about personality and how it connects to Academic and Career Planning (RIASEC + Adjacent, Alternate & Opposite categories). Students will complete About Me - Personality Style Students will use "Personality Style" results to connect with peers having similar results and brainstorm careers that fit their top category.

learning. B-LS 5. Media and technology skills to enhance learning. B-SMS 3. Independent work	Students will explore careers and update / expand Saved Careers.
M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-LS 1. Critical thinking skills to make informed decisions. B-LS 4. Self-motivation and self-direction for learning. B-LS 5. Media and technology skills to enhance learning. B-LS 7. Long- and short-term academic, career and social/emotional goals.	*Students* will review ACP Lesson 2. Students will complete About Me - Mission Complete. Students will explore Careers and save a minimum of 5. Students will complete the 7th grade column of "Dream Life / Dream Career" document. Students will begin learning about Post Secondary Options.
M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-LS 1. Critical thinking skills to make informed decisions. B-LS 4. Self-motivation and self-direction for learning. B-LS 5. Media and technology skills to enhance learning. B-LS 7. Long- and short-term academic, career and social/emotional goals.	*Students* will review ACP Lesson 3. Students will save at least one Program or Major to begin understanding how programs and majors connect to specific careers of interest. Students will save at least one School of Interest to begin understanding how they can map the path to achieve their goals. Students will play a Post-Secondary Scavenger Hunt to learn about the wide ranging information accessible on Xello.

Supporting Standards: CASEL Standards

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Unit: Communication & Relationships	**Duration**: Sessions (L18, L21, L24, L26, L27)
Unit Objective (overarching objectives): In this unit, students will embark on a journey to understand the mechanics of human connection. Moving beyond basic kindness, students will analyze the cognitive and emotional steps required to truly understand another person's experience. By dismantling the "myth of sympathy" and replacing it with the "practice of empathy," students will learn that social awareness is a skill that can be developed through intentional **noticing**, **choosing**, and **acting**. Through reflective exercises and perspective-taking activities, students will transform from passive observers into active, empathetic contributors to their community. Students will also learn that conflict and miscommunication are inevitable in all meaningful relationships and learn tools to navigate conflicts in a healthy way.	
Priority Standards: M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy M2: Sense of acceptance, respect, support and inclusion for self and others in the school environment (CS 18, CS 19, CS 20).	**Learning Targets:** *Students* will focus on building social awareness and what it means to "put yourself in someone else's shoes". Students will explore the concept of "noticing" as the first ingredient to empathy and perspective taking. *Students* will expand understanding of the difference between sympathy and empathy. Students will understand that "choosing to

B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility.	care" is the second ingredient for empathy. Students will learn the importance of taking action as the final ingredient needed for empathy
M4: Self-confidence in ability to succeed B-SS 1. Effective oral and written communication skills and listening skills. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.	*Students* will learn about communication styles and learn to distinguish assertiveness from aggression and passivity. Students will consider how to take into account the importance of expressing one's needs while respecting the needs of others. Students will practice applying communication styles to scenarios and explore ways to navigate challenging situations realistic to middle school.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions B-SMS 6. Ability to identify and overcome barriers. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	*Students* will link their understanding of Wellness and Self-Care to learning on Communication Styles. Students will expand their Wellness & Self-Care Toolbox with effective tools for navigating conflict. (NOTE- this is a crossover lesson with Wellness & Self Care 3 of 6)
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 6. Ability to identify and overcome barriers. B-SS 1. Effective oral and written communication skills and listening skills.	*Students* will link their understanding of Wellness and Self-Care to learning on Communication Styles. Students will review effective tools for navigating conflict. Students will expand their understanding and practice applying compromise as a tool to navigate conflict. (NOTE- this is a crossover lesson with

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	Wellness & Self Care 4 of 6)

Supporting Standards: CASEL Standards

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Unit: Wellness & Self Care / Mental Health	**Duration**: Sessions (L23, L25, L26, L27, L28?, L29, L30)

Unit Objective (overarching objectives):

This unit explores the intersection of emotional awareness, proactive self-care, and mental health advocacy. Students will transition from understanding their internal emotional landscape to building a practical "toolbox" for navigating life's challenges and supporting others. Students have a strong foundation from past learning regarding emotions and how they show up in the body. This unit will emphasize the importance of "noticing without judgement" to continue building self-awareness. Past learning will be expanded on to help shift from just noticing and being able to link what they notice in their inner state to supportive actions that match their state. Concepts and tools that will be focused on include: Battery Level, Green Skills, Yellow Skills, and Red Skills. A unique feature of this unit is that relationships and working through conflict (part of the Relationships & Communication Unit) will be cross referenced, as social stresses and conflict are a large component of adolescent mental health and wellness.

Priority Standards:	**Learning Targets:**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 6. Ability to identify and overcome	*Students* will review past learning on emotions and wellness. Students will begin a Wellness & Self-Care Bingo Activity to practice wellness throughout the unit.

barriers.	
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions. B-SMS 6. Ability to identify and overcome barriers.	*Students* will expand their knowledge of Emotions vs. Feelings vs. Moods. Students will learn about different kinds of fatigue. Students will explore the concept of an Emotional Battery. Students will connect Emotional Battery to Wellness Bingo Activity.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions B-SMS 6. Ability to identify and overcome barriers. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	*Students* will link their understanding of Wellness and Self-Care to learning on Communication Styles. Students will expand their Wellness & Self-Care Toolbox with effective tools for navigating conflict. (Note- this is a crossover lesson with Communication & Relationships 4 of 5)
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions B-SMS 6. Ability to identify and overcome barriers. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	*Students* will link their understanding of Wellness and Self-Care to learning on Communication Styles. Students will review effective tools for navigating conflict. Students will expand their understanding and practice applying compromise as a tool to navigate conflict. (Note- this is a crossover lesson with Communication & Relationships 5 of 5)

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 1. Responsibility for self and actions B-SMS 6. Ability to identify and overcome barriers. B-SMS 7. Effective coping skills	*Students* will be introduced to If / Then plans through an activity. Students will connect past learning about emotions, neural pathways, and habit formation to If/Then plans as a tool for change. Students will practice using the Emotional Battery to build self-awareness. Students will connect Emotional Battery learning to If/Then Plans with the language of Green, Yellow & Red Tools.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 6. Ability to identify and overcome barriers. B-SMS 9. Personal safety skills B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary.	*Students* will expand understanding of mental health challenges and the signs that may indicate concern. Students will review and emphasize the safety supports and tools (Red Tools) to get help for self and others. Students will review and explore the importance of regular use of Green Tools (healthy practices) and Yellow Tools (coping and supports) as prevention for mental health challenges.

Supporting Standards: CASEL Standards

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

8th Grade School Counseling Units

<table>
<tr><td>Unit: Transition</td><td>Duration: 4 Sessions</td></tr>
<tr><td colspan="2">Unit Objective:

This unit focuses on helping students understand and access student support systems while building skills for successful school transitions and community engagement. Students will learn how to identify student services staff, understand the role of the school counselor, and explain concepts such as confidentiality and informed consent, including situations involving safety. Fifth-grade students will explore key aspects of middle school, develop strategies to ease transition-related concerns, and understand the importance of belonging and building connections. Eighth-grade students will learn about high school vocabulary, programming, and opportunities, begin developing a four-year plan with an emphasis on their ninth-grade year, and identify strategies to manage anxiety and set goals for a successful transition. Across all grade levels, students will reflect on the meaning of community, examine their role within it, and identify ways to promote safety, respect, and inclusion.</td></tr>
<tr><td>Priority Standards:

M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment.

M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.

B-LS1. Critical thinking skills to make informed decisions.

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.

B-SS 3. Positive relationships with adults to support success.

B-SMS1.Responsibility for self and actions

B-SMS 7. Effective coping skills

B-SMS10. Ability to manage transitions and adapt to change.</td><td>Learning Targets:

Students will learn…

How to access student services staff, understand the school counselor's role, and explore concepts of confidentiality and informed consent.

Fifth-grade students will be introduced to middle school to help ease concerns and will learn about the importance of belonging.

Eighth-grade students will learn about high school to reduce anxieties about the transition. Additionally, all students will reflect on their definition of community and examine how community connects to safety and respect.</td></tr>
<tr><td colspan="2">Supporting Standards: CASEL Standards</td></tr>
</table>

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Unit: Academic & Career Planning	**Duration**: 9 Sessions
Unit Objective: This unit is designed to support students in preparing for a successful transition to high school and planning for their future. Students will learn key information about high school, including important vocabulary, graduation requirements, required courses, electives, and available opportunities. They will develop a personalized four-year plan that aligns with their strengths, interests, and post-secondary or career goals using course planning tools. Students will explore career pathways through participation in Career Day planning and completion of an interest-based survey. Through reflection, they will examine their interests, strengths, and values and connect them to potential career options while building curiosity, confidence, and openness toward future possibilities. Additionally, students will engage in self-reflection and writing practices that support their well-being and help connect their personal goals to both short- and long-term aspirations.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being. M 3. Positive attitude toward work and learning. M. 6 Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-LS 1. Critical thinking skills to make informed decisions. B-LS 4. Self-motivation and self- direction for	**Learning Targets:** Students will learn key information about the transition to high school, including important vocabulary and graduation requirements, as well as required courses, elective options, and available opportunities. They will begin developing a personalized four-year plan that aligns with their strengths, interests, and post-secondary or career goals, using tools such as course planners to prepare for registration. Students will explore career pathways by participating in Career Day planning and completing a survey based on their interests. Through reflection, they will examine their

learning. B-LS 5. Media and technology skills to enhance learning. B-LS 7. Long-and short-term academic, career and social/emotional goals. B-LS 8 Engagement in challenging coursework. B-LS 10. Participation in enrichment and extracurricular activities. B-SMS 10. Ability to manage transitions B -SS 3. Positive relationships with adults to support success.	interests, strengths, and values and connect them to potential careers while building curiosity, confidence, and openness toward future possibilities. Additionally, students will engage in self-reflection and writing practices that support their well-being and help them connect their personal goals with both short- and long-term aspirations.
Supporting Standards: CASEL Standards SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	

Unit: Emotion, Understanding, & Regulation	**Duration**: 4 Sessions
Unit Objective: This unit focuses on helping students understand and manage their emotions effectively. Students will learn that emotions are natural and automatic responses generated by the brain as it quickly interprets internal and external experiences. They will recognize how understanding their emotions can help them view themselves and others more positively during intense moments. Students will explore how emotions can sometimes lead to impulsive actions or decisions they may later regret and will practice emotion regulation strategies to respond more thoughtfully. Additionally, they will develop awareness of impulsivity, learn to notice when urges pull them away from their values, and practice pausing to make choices that align with their goals.	
Priority Standards: M. 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being.	**Learning Targets:** Students will understand that emotions are natural, automatic responses created by the brain as it rapidly interprets internal and

B-SMS 2. Self-discipline and self control B-SMS 6. Ability to identify and overcome barriers. B- SMS 7. Effective coping skills	external experiences, and recognize how this awareness can improve how they view themselves and others during strong emotional moments. They will explore how emotions can sometimes lead to impulsive actions or behaviors they may later regret and learn practical emotion regulation strategies to respond more effectively. Additionally, students will develop an understanding of impulsivity by identifying how urges can pull them away from their values and practice using self-awareness to pause, make thoughtful choices, and respond in ways that align with their goals.
Supporting Standards: CASEL Standards SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. SELF-AWARENESS The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	

Unit: Empathy & Compassion	**Duration**: 3 Sessions
Unit Objective: This unit focuses on helping students understand and address bullying while fostering a positive and inclusive school environment. Students will demonstrate knowledge of SDH's bullying and harassment policies and practice empathy through perspective-taking. They will learn to actively contribute to a supportive community that prevents bullying and promotes respect for others. In addition, students will explore the role of creativity in collaborative work and apply kindness and creative problem-solving skills to tackle real-world challenges effectively.	
Priority Standards: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing. M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 4. Empathy	**Learning Targets:** Students will review SDH's bullying and harassment policies and develop empathy through perspective-taking. They will learn how to contribute to a supportive and inclusive school environment that prevents bullying and promotes respect. Additionally, students will explore the role of creativity in group work and practice applying

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 5. Ethical decision-making and social responsibility. B-SS 7. Leadership and teamwork skills to work effectively in diverse groups. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-SS 10. Cultural awareness, sensitivity and responsiveness.	kindness and creative problem-solving to real-world challenges.
Supporting Standards: CASEL Standards SELF-AWARENESS The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING:The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	

Unit: Values and Decisions	**Duration**: 2 Sessions
Unit Objective: This unit focuses on helping students strengthen personal growth and goal-setting skills. Students will learn strategies to maintain commitment in their daily lives and create actionable plans for personal improvement. They will explore how their values can guide decision-making and goal selection, working to connect their values to meaningful objectives that support their growth and priorities.	
Priority Standards: M 3. Positive attitude toward work and learning.	**Learning Targets:** Students will learn strategies to promote commitment in their daily lives and create a plan for personal improvement. They will

M 4. Self-confidence in ability to succeed B- SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long- and short-term goals.	explore how their values can guide them in identifying meaningful goals and will work to connect these values to specific, actionable objectives that support their growth and priorities.
Supporting Standards: CASEL Standards SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. SELF-AWARENESS The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. RESPONSIBLE DECISION-MAKING:The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	

High School Counseling & SEL Curriculum

9th Grade Curriculum	10th Grade Curriculum	11th Grade Curriculum	12th Grade Curriculum
9-12 Grade Curriculum		Classroom & Group Mindsets & Behaviors Action Plan	

9th Grade Curriculum

Unit: Freshman Check Ins ASCA Lesson Plan	**Duration**: 1:1 transition meeting 15 minutes + 6 check-in meetings over the course of 3 months
Unit Objective: Students will begin to create a supportive relationship with their school counselor by engaging in reflective and goal-oriented conversations.	
Priority Standards: M 6- Positive attitude toward work and learning. B-LS 3 - Use time-management, organizational and study skills.	**Learning Targets:** Student(s) will: 1. Establish a supportive relationship with their school counselor by engaging in reflective and goal-oriented conversations. 2. Identify and apply academic strategies (ex study routines, time management, seeking help, tracking assignments, Flexi). 3. Demonstrate improvement in organization through the consistent use of planners, digital tools, or systems that help manage coursework and deadlines.

10th Grade Curriculum

Unit: SEL Lesson ASCA Lesson Plan	**Duration**: 1 classroom lesson for 60 minutes in ELA 10 or ELA Honors 10
Unit Objective: Students will be able to identify and use positive coping strategies when students experience challenges in their daily lives.	
Priority Standards: M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and Physical wellbeing. M4: Self-confidence in ability to succeed. B-SMS 7: Effective coping skills.	**Learning Targets:** 1. Students will be able to identify positive coping strategies. 2. Students will be able to determine what things are in their circle of control and what are the influences in what they can control.

Unit: Informative Speech (Post-Secondary Research) ASCA Lesson Plan	**Duration**: 1 classroom lesson for 60 minutes in Oral Communications class
Unit Objective (overarching objectives): Help students recognize the importance of postsecondary education and lifelong learning in achieving long-term career success, while developing the skills and mindset needed to set and pursue meaningful goals. This lesson is about preparing students to take ownership of their future by making informed decisions, staying motivated, and planning ahead.	
Priority Standards: M4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success. M6: Positive attitude toward work and learning. B-LS1: Demonstrate critical-thinking skills to make informed decisions. B-LS4: Apply self-motivation and self-direction to learning.	**Learning Targets:** 1. Students will learn about different post-secondary options. 2. Students will be able to understand that postsecondary education and lifelong learning are necessary for career success. 3. Students will be able to set long and short term academic, career, and social/emotional goals

B-LS7: Identify long-and short term academic, career and social/emotional goals. B-SMS3: Demonstrate ability to work independently. B-SMS4: Demonstrate ability to delay immediate gratification for long-term rewards.	

11th Grade Curriculum

Unit: Junior Seminar Meetings (Post-Secondary Planning) ASCA Lesson Plan	**Duration**: 1 small group of 4-6 students meets for about 1 hour and 30 minutes
Unit Objective (overarching objectives): Students will connect the post-secondary planning work they started in their junior year to the senior post-secondary check in during the fall of their senior year.	
Priority Standards: (ASCA Mindsets & Behaviors) M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 1. Critical thinking skills to make informed decisions. B-LS 7. Long- and short-term academic, career and social/emotional goals.	**Learning Targets:** 1. Students will Reflect and describe their hopes and dreams for their future and consider a 10 year goal related to their post-secondary education or career goals. 2. Students will Review and update their 4 year plan choosing courses to meet graduation requirements and courses that align to their post-secondary goals. 3. Students will use critical thinking skills to make informed decisions and develop a post-high school action plan.

12th Grade Curriculum

Unit: Senior Post-Secondary Check Ins ASCA Lesson Plan	**Duration**: (1) 15 minute meeting per student
Unit Objective (overarching objectives): Students will connect the post-secondary planning work they started in their junior year to the senior post-secondary check in during the fall of their senior year.	
Priority Standards: M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M6: Understanding that postsecondary education and lifelong learning are necessary for long-term career success. B-LS7: Long and short term academic, career and social emotional goals. B-LS9: Decision making is informed by gathering evidence, getting others perspectives and recognizing personal bias. B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**Learning Targets:** 1) Students will reflect on their progress towards their post-secondary plan. 2) Students will identify their post-secondary plan. 3) Students will use critical thinking skills to be able to identify what additional steps they need to complete to follow through on their action plan.

9th-12th Grade Curriculum

Unit: F List Check Ins ASCA Lesson Plan	**Duration**: Individual student check in occurs every other week for 6-8 weeks
Unit Objective: To decrease the number of F's regular education and ESL students in grades 9-12 are earning on the semester 1 midterm F list by 50%.	
Priority Standards: (ASCA Mindsets & Behaviors)	**Learning Targets:** 1. Student(s) will: recognize obstacles and

B-LS 3. Time-management, organizational, and study skills. B-LS 7. Long/Short term academic, career and social/emotional goals.	develop strategies for overcoming them. 2. Student(s) will: Identify others who can and will support their goal work. 3. Student(s) will: create necessary tasks/responsibilities within required tasks. 4. Student(s) will: develop a plan with observable behavioral steps that moves them toward academic achievement

Unit: 4-Year Planning Lesson ASCA Lesson Plan	**Duration**: 1 classroom lesson for 90 minutes minutes in the Language classes
Unit Objective (overarching objectives): Each year, students will review graduation requirements and reflect on post-secondary goals to determine courses they can take throughout high school.	
Priority Standards: M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success. M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-LS 7 - Long- and short-term academic, career and social/emotional goal. B-LS 8 - Actively engage in challenging coursework.	**Learning Targets:** Students will be able to: 1. Identify graduation requirements and develop a 4-year plan that includes core, elective, and enrichment courses that support both academic and personal goals. 2. Evaluate how course selections relate to career interests and college admission requirements

Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings.

Mindsets	**Activity**	**Participants**	**Class/LG**	**SG**
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being	SEL Lesson Transition Check-ins (1:1)	10th grade 9th grade	x	
M 2. Self-confidence in ability to succeed	Freshman Check-ins (1:1)	9th grade		
M 3. Sense of belonging in the school environment	Freshmen check-ins	9th gade	x	
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success	ACP Informative Speech Junior Seminar Senior Checks (1:1) 4 year planning Dual Credit/YA	10th grade 11th grade 12th grade grades 9-12	x x	x
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Junior Seminar Senior Checks (1:1) 4 year planning	11th grade 12th grade grades 9-12	 x	x
M 6. Positive attitude toward work and learning	F list groups ACP Informative Speech Freshman checks (1:1) 4 year planning	grades 9-12 10th grade 9th grade	 x	x
Behavior Learning Strategies	**Activity**	**Participants**	**Class/LG**	**SG**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	ACP Informative Speech SEL lesson Jr Seminar	10 10 11	x x	 x
B-LS 2. Demonstrate creativity	Freshman checks Senior checks	9 12		x x
B-LS 3. Use time-management, organizational and study skills	Freshman checks	9		x
B-LS 4. Apply self-motivation and self-direction to learning	Freshman checks SEL lesson ACP Informative Speech	9 9/10 10	 x x	x
B-LS 5. Apply media and technology skills	Freshman checks Senior checks	9 12		x x

B-LS 6. Set high standards of quality	Junior Seminar Senior checks	11 12		x x
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Youth Apprenticeship SCN/ECCP/Dual Credit Freshman checks 4 year planning SEL Lesson ACP Informative Speech Junior Seminar Senior checks	 9 9/10 10 10 11 12	 x x x	x x x x x
B-LS 8. Actively engage in challenging coursework	4 year planning Junior Seminar Senior checks	9/10 11 12	x x	 x
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	SEL lesson Junior Seminar Senior checks	10 11 12	x	 x x
B-LS 10. Participate in enrichment and extracurricular activities	Freshman Checks Junior Seminar	9 11	 x	x
Behavior Self-Management Skills	**Activity**	**Participants**	**Class/LG**	**SG**
B-SMS 1. Demonstrate ability to assume responsibility	9th grade checks F list group	9 10 11 12	x	x
B-SMS 2. Demonstrate self-discipline and self-control	SEL lesson	10	X	
B-SMS 3. Demonstrate ability to work independently	ACP Informative Speech SEL lesson Junior Seminar	10 10 11	x x x	
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	ACP Informative Speech Junior Seminar Goal Setting	10 11 10	x x x	
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	Junior Seminar Senior checks Goal setting	10 11 12	x	
B-SMS 6. Demonstrate ability to overcome barriers to learning	Goal setting	10	x	
B-SMS 7. Demonstrate effective coping skills when faced with a problem	SEL F list group	10 9, 10, 11, 12	x	 x
B-SMS 8. Demonstrate the ability to balance school, home and community activities				
B-SMS 9. Demonstrate personal safety skills				

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Senior checks	12		x
Behavior Social Skills	**Activity**	**Participants**	**Class/LG**	**SG**
B-SS 1. Use effective oral and written communication skills and listening skills	9th grade check ins Junior Seminars	9th grade 11th grade		Indv. Small Group
B-SS 2. Create positive and supportive relationships with other students	Junior Seminars	11th grade		Small Group
B-SS 3. Create relationships with adults that support success	F-list Group Youth apprenticeship	9-12 grades		Indv.
B-SS 4. Demonstrate empathy				
B-SS 5. Demonstrate ethical decision-making and social responsibility	10th gr SEL	10th grade	Class	
B-SS 6. Use effective collaboration and cooperation skills	Junior Seminars	11th grade		Small Group
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	10th gr SEL Junior Seminars	10th grade 11th grade	Class	Small Group
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	F-list Group 9th grade check ins Junior Seminars Youth apprenticeship	9-12 grades 9th grade 11th grade		Indv. Indv. Small Group
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	10th gr SEL Junior Seminars	10th grade 11th grade	Class	Small Group