

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

***Counseling Program
Kindergarten - Third Grades***

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Course Description and Fundamental Concepts

Course Description and Fundamental Concepts:

- The counseling program is a proactive and preventative approach that plays a key role in creating students who possess skills necessary to be functioning and contributing members of society. In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the **NJDOE 12 Career Ready Practices**, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

<u>NJDOE CAREER READINESS PRACTICES</u> K-3 GRADE LEVEL EXPECTATIONS	Indicate Grade Level Competencies		
	Academic	Career	Social Emotional
CRP1. Act as a responsible and contributing citizen and employee.	K-3	K-3	K-3
CRP2. Apply appropriate academic and technical skills.	K-3	K-3	
CRP3. Attend to <u>personal health</u> and (<i>financial well-being</i>)* <i>*K- 3 students are just beginning to learn concept of money</i>	2-3		K-3
CRP4. Communicate clearly and effectively and with reason.	K-3	K-3	K-3
CRP5. Consider the environmental, social and economic impacts of decisions.		K-3	K-3
CRP6. Demonstrate creativity and innovation.	K-3	K-3	K-3
CRP7. Employ valid and reliable research strategies.		K-3	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	K-3	K-3	K-3
CRP9. Model integrity, ethical leadership and effective management.			K-3
CRP10. Plan education and career paths aligned to personal goals.	K-3	K-3	K-3
CRP11. Use technology to enhance productivity.	K-3	K-3	
CRP12. Work productively in teams while using cultural global competence.	K-3	K-3	K-3

- The **American School Counselor Association Model Standards** for personal/social, academic and career development, are used as a guide. **Within the ASCA Mindsets and Behaviors (see chart below)**, the 35 ASCA Standards are arranged within categories and subcategories based on five general categories that synthesize non-cognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

American School Counselor Association: Mindsets & Behaviors for Student Success

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

<p style="text-align: center;"><u>ASCA Model Mindsets and Behaviors</u></p> <p style="text-align: center;">Program Planning Tool</p>	K-3 Grade Level Competencies		
Mindsets	Domain: Academic	Domain: Career	Domain: Social Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	K-3	K-3	K-3
2. Self-confidence in ability to succeed	K-3	K-3	K-3
3. Sense of belonging in the school environment	K-3	K-3	K-3
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	K-3	K-3	K-3
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	K-3	K-3	K-3
6. Positive attitude toward work and learning	K-3	K-3	K-3
Behavior: Learning Strategies	Academic	Career	Social Emotional
1. Demonstrate critical-thinking skills to make informed decisions	2,3		K-3
2. Demonstrate creativity	K-3	K-3	K-3
3. Use time-management, organizational and study skills	K-3	K-3	K-3
4. Apply self-motivation and self-direction to learning	K-3	K-3	K-3
5. Apply media and technology skills	K-3	K-3	K-3
6. Set high standards of quality	K-3	K-3	K-3
7. Identify long- and short-term academic, career and social/emotional goals	K-3	K-3	K-3
8. Actively engage in challenging coursework	K-3	K-3	K-3
9. Gather evidence and consider multiple perspectives to make informed decisions	2,3	K-3	K-3
10. Participate in enrichment and extracurricular activities	K-3		K-3

Behavior: Self-Management Skills	Academic	Career	Social Emotional
1. Demonstrate ability to assume responsibility	K-3	K-3	K-3
2. Demonstrate self-discipline and self- control	K-3	K-3	K-3
3. Demonstrate ability to work independently	K-3	K-3	K-3
4. Demonstrate ability to delay immediate gratification for long-term rewards	K-3	K-3	K-3
5. Demonstrate perseverance to achieve long- and short-term goals	K-3	K-3	K-3
6. Demonstrate ability to overcome barriers to learning	K-3	K-3	K-3
7. Demonstrate effective coping skills when faced with a problem	K-3	K-3	K-3
8. Demonstrate the ability to balance school, home and community activities	K-3	K-3	K-3
9. Demonstrate personal safety skills	K-3	K-3	K-3
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	K-3	K-3	K-3
Behavior: Social Skills	Academic	Career	Social Emotional
1. Use effective oral and written communication skills and listening skills	K-3	K-3	K-3
2. Create positive and supportive relationships with other students	K-3	K-3	K-3
3. Create relationships with adults that support success	K-3	K-3	K-3
4. Demonstrate empathy	K-3	K-3	K-3
5. Demonstrate ethical decision-making and social responsibility	K-3	K-3	K-3
6. Use effective collaboration and cooperation skills	K-3	K-3	K-3
7. Use leadership and teamwork skills to work effectively in diverse teams	K-3	K-3	K-3
8. Demonstrate advocacy skills and ability to assert self, when necessary	K-3	K-3	K-3
9. Demonstrate social maturity and behaviors appropriate to the situation and environment	K-3	K-3	K-3

[ASCA Lesson Plan Template to be used for each separate lesson:](#)

Make sure to explain how will each of the following Data points will be collected:

Process Data: What you did for whom? Information includes: Ex: Number of participants, Evidence that event occurred, How activity was conducted? Did the lesson follow the prescribed practice?

Perception Data: What do people think they know, believe, or now can do because of the lesson?
Ex: Attainment of competencies, Changes in attitudes and beliefs, Perceived gains in knowledge.

Examples of some surveys to use: **Pre-Post:** Knowledge Gained/ Change in Perspective/ **Needs Assessment:** Perception of students (gained prior to setting up lesson's activities/objectives) **Activity Survey:** Evaluation of lesson's activities/ **Opinion Survey:** Perceptions of the lesson's activities

Outcome Data: Evidence that the intervention or activity has had an impact on students' ability to utilize the knowledge, attitudes and skills and thereby affecting changes in the following areas: 1. Attendance 2. Behavior 3. Academic achievement

1. **Growth Mindset:** An awareness and acceptance of personal characteristics, aptitudes, interests, goals, abilities, skills, values and physical traits. A sense of self-worthiness and self-identity through positive thoughts, feelings, attitude and thankfulness.
2. **Recognizing and Respecting Individual Differences/Similarities:** An awareness, respect, acceptance and/or tolerance of individuals who have similar and/or different values, opinions, looks, beliefs, cultures, customs, abilities, race, etc.
3. **Relationships:** The ability to establish personal and caring relationships with peers, family members, authority figures, community members, etc. The ability to recognize the qualities of a friend (cooperation, honesty, caring, sharing, manners, listening, etc.). The ability to cope with peer conflict, peer pressure, sibling rivalry, authority figures and parental figures.
4. **Critical Thinking, Decision Making, Problem Solving/Communication:** Strategies used to aid in the ability to make decisions, solve problems, handle pressure, utilize refusal skills, resolve conflict, express ideas, consider consequences and reach goals. The ability to seek and identify available resources.
5. **Career Planning and Workplace Readiness Skills/Self-Management:** Demonstrate the ability to work individually and/or cooperatively in groups. Recognize interests, abilities, and skills. Demonstrate productive work habits (responsibility, neatness, organization, attitudes, dependability, promptness, being prepared, perseverance, accepting constructive criticism, initiative, effort, patience, self-control). Set short and long term goals.
6. **Emotions and Behaviors:** An awareness of one's own and others' emotions. An awareness of how emotions affect behavior and vice versa. Develop coping skills, resilience and grit. Develop responsibility and accept consequences for one's emotions and behaviors. Recognize socially acceptable behaviors. Setting limits for our emotions and behaviors.

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Unit # Addressed	Strand Letter	Standard Description
	Strand A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
Units: 4, 7, 8, 10	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
Units: 1, 2, 3, 8, 10	Strand C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Units: 1, 2, 3, 5, 10	Strand D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
Units: 9, 10	Strand E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
Units: 8, 9, 10	Strand F	Critical thinking, problem-solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Standard 8.2 (K-5)		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
Units: 8	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
Units: 8	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
Units: 1, 2, 8	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
Units: 3, 8	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
Units: 1, 3, 9, 10	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Career Ready Practices ([Standard 9](#))

(Please see content integration chart on [page 11 for June 2020 updated NJSLs CLK's added to Standard 9](#))

Unit # Addressed	Standard #	Standard Description
All Units (1-10)	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
Units: 1, 5, 10	CRP2	<i>Apply appropriate academic and technical skills.</i>
Units: 1, 2, 3	CRP3	<i>Attend to personal health and financial well-being.</i>
All Units (1-10)	CRP4	<i>Communicate clearly and effectively and with reason.</i>
Units: 2, 3	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
Units: 6, 7, 10	CRP6	<i>Demonstrate creativity and innovation.</i>
Units: 7, 10	CRP7	<i>Employ valid and reliable research strategies.</i>
Units: 1, 2, 6	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
Units: 1, 5	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
Units: 7, 10	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
Units: 1, 2, 7	CRP11	<i>Use technology to enhance productivity.</i>
Units: 1, 2, 3, 7	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

K-3 Comprehensive [Health and Physical Education](#)- Content Integration

Unit # Addressed	Standard #	Standard Description
All Units (1-10)	Standard 2.1	<i>Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i>
All Units (1-10)	Standard 2.2	<i>Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>

K-3 Social Studies ([U.S. History](#)) - Content Integration

Unit # Addressed	Standard #	Standard Description
All Units (1-10)	Standard 6.1	<i>America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</i>

K-3 English Language Arts ([Reading Literature](#)) - Content Integration

Unit # Addressed	Standard #	Standard Description
All Units (1-10)	Standard K.1	<i>With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)</i>
All Units (1-10)	Standard 2.3	<i>Describe how characters in a story respond to major events and challenges using key details.</i>
All Units (1-10)	Standard 3.3	<i>Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</i>

K-3 English Language Arts ([Writing](#)) - Content Integration

All Units (1-10)	Standard 1.5	<i>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed</i>
All Units (1-10)	Standard 2.1	<i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</i>
All Units (1-10)	Standard 3.1	<i>Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion</i>

K-3 Visual & Performing Arts Integration (Standard 1)*List appropriate units below for which standards (1.1 through 1.4) may be addressed*

Unit # Addressed	Standard #	Standard Description
Units: 2, 10	Standard 1.1	The Creative Process: <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
Units: 2, 3, 8	Standard 1.2	History of the Arts and Culture: <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>
Units: 2, 3, 8	Standard 1.3	Performing/Presenting/Producing: <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>
Units: 2, 3, 8	Standard 1.4	Aesthetic Responses & Critique Methodologies: <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.</i>

K-3 Social Emotional Learning Competencies- Content Integration

Unit # Addressed	Competency	Sub-Competency Descriptions
Units: 1, 2, 5, 9	Self-Awareness (Intrapersonal Skill)	<ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges
Units: 1, 6, 9	Self-Management (Intrapersonal Skill)	<ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Units: 2, 4	Social-Awareness (Interpersonal Skill)	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings
Units: 1, 2, 5	Responsible Decision-Making (Intrapersonal Skill)	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions
Units: 1-5	Relationship Skills (Interpersonal Skill)	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed

K-2 [Career Readiness- Life Literacies & Key Skills- \(CLKS\)](#) Content Integration
9.1 Personal Financial Literacy by the end of Grade 2....

Unit # Addressed	Standard	Performance Expectation
Civic Responsibility: There are actions a person can take to help make this world a better place		
Units: 2, 4, 8, 9	9.1.2CR.1	<i>Recognize ways to volunteer in the classroom, school and community.</i>
Units: 2, 3, 4, 8, 9	9.1.2.CR.2	<i>List ways to give back, including making donations, volunteering, and starting a business.</i>
Financial Institutions: Money comes in different values, forms, and uses		
Units: 1, 4, 5, 8, 9	9.1.2. FI.1	<i>Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</i>
Financial Psychology:		
<ul style="list-style-type: none"> ● <i>There is a relationship between an individual’s values, emotions, & the ways he/she chooses to spend money</i> ● <i>External factors can influence the items that an individual wants or needs.</i> 		
Units: 1, 3, 6	9.1.2.FP.1	<i>Explain how emotions influence whether a person spends or saves</i>
Units: 1, 3, 6	9.1.2.FP.2	<i>Differentiate between financial wants and needs.</i>
Units: 1, 3, 6, 9	9.1.2.FP.3	<i>Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</i>
Planning and Budgeting:		
<ul style="list-style-type: none"> ● <i>A budget is a plan that helps an individual obtain his/her financial goals</i> ● <i>Saving money is a habit that can be developed.</i> 		
Units: 1, 3, 8	9.1.2.PB.1	<i>Determine various ways to save and places in the local community that help people save and accumulate money over time.</i>
Units: 1, 3, 8, 9	9.1.2.PB.2	<i>Explain why an individual would choose to save money.</i>
Risk Management and Insurance: There are ways to keep the things we value safely at home and other places.		
Units: 2	9.1.2.RM.1	<i>Describe how valuable items might be damaged or lost and ways to protect them.</i>
9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 2....		
Career Awareness Planning:		
<ul style="list-style-type: none"> ● <i>Different types of jobs require different knowledge and skills.</i> ● <i>Income is received from work in different ways including regular payments, tips, commissions, and benefits.</i> ● <i>There are benefits and drawbacks to being an entrepreneur</i> 		
Units: 9, 10	9.1.2.CAP.1	<i>Make a list of different types of jobs and describe the skills associated with each job.</i>
Units: 6, 7, 9, 10	9.1.2.CAP.2	<i>Explain why employers are willing to pay individuals to work.</i>
Units: 3, 7, 8, 9, 10	9.1.2.CAP.3	<i>Define entrepreneurship and social entrepreneurship.</i>
Units: 8, 9, 10	9.1.2.CAP.4	<i>List the potential rewards and risks to starting a business.</i>

9.4 Life Literacies and Key Skills by the End of Grade 2....

Creativity and Innovation: Brainstorming can create new, innovative ideas.

All Units: 1-10	9.4.2.CI.1	<i>Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)</i>
Units: 5, 7, 9, 10	9.4.2.CI.2	<i>Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i>

Critical Thinking and Problem-solving:

- ***Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.***

Unit: 8, 9, 10	9.4.2.CT.1	<i>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</i>
Units: 1, 6, 7, 8	9.4.2.CT.2	<i>Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</i>
All Units; 1- 10	9.4.2.CT.3	<i>Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i>

Digital Citizenship:

- ***Digital artifacts can be owned by individuals or organizations.***
- ***Individuals should practice safe behaviors when using the Internet.***
- ***An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.***
- ***Digital communities allow for social interactions that can result in positive or negative outcomes.***
- ***Young people can have a positive impact on the natural world in the fight against climate change.***

Units: 2, 5	9.4.2.DC.1	<i>Explain differences between ownership and sharing of information.</i>
Units: 2, 5	9.4.2.DC.2	<i>Explain the importance of respecting digital content of others.</i>
Units: 1, 2	9.4.2.DC.3	<i>Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</i>
Units: 1, 2	9.4.2.DC.4	<i>Compare information that should be kept private to information that might be made public.</i>
Units: 1, 2	9.4.2.DC.5	<i>Explain what a digital footprint is and how it is created.</i>
Units: 1, 2	9.4.2.DC.6	<i>Identify respectful and responsible ways to communicate in digital environments.</i>
Units: 1, 2, 3, 8	9.4.2.DC.7	<i>Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i>

Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.

Units: 2, 3, 4, 8	9.4.2.GCA:1	<i>Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</i>
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Information and Media Literacy:

- ***Digital tools and media resources provide access to vast stores of information that can be searched.***
- ***Digital tools can be used to display data in various ways.***
- ***A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.***
- ***Information is shared or conveyed in a variety of formats and sources.***

Units: 9, 10	9.4.2.IML.1	<i>Identify a simple search term to find information in a search engine or digital resource.</i>
Units: 2, 6, 8	9.4.2.IML.2	<i>Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i>

Units: 8, 9, 10	9.4.2.IML.3	<i>Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</i>
Technology Literacy:		
<ul style="list-style-type: none"> • <i>Digital tools have a purpose.</i> • <i>Collaboration can simplify the work an individual has to do and sometimes produce a better product.</i> 		
All Units: 1- 10	9.4.2.TL.2:	<i>Create a document using a word processing application</i>
All Units: 1- 10	9.4.2.TL.4	<i>Navigate a virtual space to build context and describe the visual content.</i>
Units: 1, 2	9.4.2.TL.5	<i>Describe the difference between real and virtual experiences</i>
All Units: 1-10	9.4.2.TL.6	<i>Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</i>
Units: 1, 2, 4, 8	9.4.2.TL.7	<i>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Units 1 - Self Control	September (~19 days)
Unit 2 - Respect	October (~19 days)
Unit 3 - Gratitude	November (~16 days)
Units 4 - Social Intelligence	December (~15 days)
Units 5 - Integrity	January (~18 days)
Unit 6 - Grit	February (~18 days)
Unit 7 - Zest	March (~15-20 days)
Unit 8 - Global Responsibility	April (~15-20 days)
Unit 9 - Optimism	May (~18 days)
Unit 10 - Curiosity	June (~15 days)

[Units](#)

Contact the Content Supervisor for unit details.