

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

*Counseling Program  
Grades 4-6*

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## Course Description and Fundamental Concepts

### **Program Description and Fundamental Concepts**

The counseling program is a proactive and preventative approach that plays a key role in assisting students in developing skills necessary to be functioning and contributing members of society. The National Standards for School Counseling, personal/social, academic and career development, are used as a guide. The emphasis is on helping every student be supported and ready to learn.

Students will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and social well-being.

- 1. Growth Mindset/Mindfulness** - 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/Tolerance** - 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** - Demonstrate the ability to work individually and/or cooperatively in groups. 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. Grit/Resilience - Academically** - 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. Grit/Resilience - 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 and self-control. Develop responsibility and accept consequences for one's emotions and behaviors. Recognize socially acceptable behaviors. Setting limits for our emotions and behaviors.

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

Standard #	Standard Description
	<b>School Counseling does not have NJSLs requirements</b>

### [English Companion Standards](#)

*List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.*

Unit Addressed	Standard #	Standard Description
<b>Units 1 - 4</b>  Each unit will require students to read, analyze and reflect on text related to the topic presented.	NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **21st-Century Skills and Technology Integration ([Standard 8](#))**

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

<b>Standard 8.1 (K-12)</b>		<b>Educational Technology:</b> <i>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.</i>
Unit Addressed	Strand Letter	Standard Description
<b>Unit 4</b>	<b>Strand A</b>	<b>Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>

<b>Unit 1</b>	<b>Strand B</b>	<b>Creativity and Innovation:</b> <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</i>
<b>Units 1 &amp; 3</b>	<b>Strand C</b>	<b>Communication and Collaboration:</b> <i>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.</i>
<b>Units 2 &amp; 3</b>	<b>Strand D</b>	<b>Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
<b>Unit 4</b>	<b>Strand E</b>	<b>Research and Information Fluency:</b> <i>Students apply digital tools to gather, evaluate, and use information.</i>
<b>Unit 3</b>	<b>Strand F</b>	<b>Critical thinking, problem-solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
<b>Standard 8.2 (K-5)</b>		<b>Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <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>
<b>Unit 4</b>	<b>Strand A</b>	<b>The Nature of Technology: Creativity and Innovation:</b> <i>Technology systems impact every aspect of the world in which we live.</i>
<b>Units 2 &amp; 3</b>	<b>Strand B</b>	<b>Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
<b>Units 3 &amp; 4</b>	<b>Strand C</b>	<b>Design:</b> <i>The design process is a systematic approach to solving problems.</i>
<b>Unit 4</b>	<b>Strand D</b>	<b>Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
<b>Unit 4</b>	<b>Strand E</b>	<b>Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

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

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
Unit 3	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
Unit 4	CRP2	<i>Apply appropriate academic and technical skills.</i>
Unit 4	CRP3	<i>Attend to personal health and financial well-being.</i>
Units 1 & 3	CRP4	<i>Communicate clearly and effectively and with reason.</i>
Units 3 & 4	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
Unit 2	CRP6	<i>Demonstrate creativity and innovation.</i>
Unit 4	CRP7	<i>Employ valid and reliable research strategies.</i>
Units 3 & 4	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
Units 1, 3 & 4	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
Unit 4	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
Unit 4	CRP11	<i>Use technology to enhance productivity.</i>
Units 1, 3 & 4	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

**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
Unit 4	Standard 1.1	<b>The Creative Process:</b> <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>



<b>Unit 3</b>	<b>Standard 1.2</b>	<b>History of the Arts and Culture:</b> <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>
<b>Units 1 &amp; 2</b>	<b>Standard 1.3</b>	<b>Performing/Presenting/Producing:</b> <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>
<b>Unit 4</b>	<b>Standard 1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> <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>

### Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description

### New Jersey Computer and Information Literacy / Career Ready Practices

NJ CCCS 8.1 Educational Technology <http://www.state.nj.us/education/cccs/2014/tech/>

NJ CRP 1-12 Career Ready Practices <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

NJDOE CAREER READINESS PRACTICES 4-6 GRADE LEVEL EXPECTATIONS	Indicate Grade Level Competencies		
	Academic	Career	Social Emotional
CRP1. Act as a responsible and contributing citizen and employee.	4-6	4-6	4-6
CRP2. Apply appropriate academic and technical skills.	4-6	4-6	4-6
CRP3. Attend to <u>personal health</u> and ( <i>financial well-being</i> )* *K- 3 students are just beginning to learn concept of money	4-6	4-6	4-6
CRP4. Communicate clearly and effectively and with reason.	4-6	4-6	4-6

CRP5. Consider the environmental, social and economic impacts of decisions.	4-6	4-6	4-6
CRP6. Demonstrate creativity and innovation.	4-6	4-6	4-6
CRP7. Employ valid and reliable research strategies.	4-6	4-6	4-6
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	4-6	4-6	4-6
CRP9. Model integrity, ethical leadership and effective management.	4-6	4-6	4-6
CRP10. Plan education and career paths aligned to personal goals.	4-6	4-6	4-6
CRP11. Use technology to enhance productivity.	4-6	4-6	4-6
CRP12. Work productively in teams while using cultural global competence.	4-6	4-6	4-6

The **American School Counselor Association 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 of 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.

ASCA Mindsets/Behaviors Program Planning Tool	4-6 Grade Level Competencies		
	Academic	Career	Social Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	4-6	4-6	4-6
2. Self-confidence in ability to succeed	4-6	4-6	4-6
3. Sense of belonging in the school environment	4-6	4-6	4-6
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	4-6	4-6	4-6

5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	4-6	4-6	4-6
6. Positive attitude toward work and learning	4-6	4-6	4-6
<b>Behavior: Learning Strategies</b>	<b>Academic</b>	<b>Career</b>	<b>Social Emotional</b>
1. Demonstrate critical-thinking skills to make informed decisions	4-6	4-6	4-6
2. Demonstrate creativity	4-6	4-6	4-6
3. Use time-management, organizational and study skills	4-6	4-6	4-6
4. Apply self-motivation and self-direction to learning	4-6	4-6	4-6
5. Apply media and technology skills	4-6	4-6	4-6
6. Set high standards of quality	4-6	4-6	4-6
7. Identify long- and short-term academic, career and social/emotional goals	4-6	4-6	4-6
8. Actively engage in challenging coursework	4-6	4-6	4-6
9. Gather evidence and consider multiple perspectives to make informed decisions.	4-6	4-6	4-6
10. Participate in enrichment and extracurricular activities	4-6	4-6	4-6
<b>Behavior: Self-Management Skills</b>	<b>Academic</b>	<b>Career</b>	<b>Social Emotional</b>
1. Demonstrate ability to assume responsibility	4-6	4-6	4-6
2. Demonstrate self-discipline and self-control	4-6	4-6	4-6
3. Demonstrate ability to work independently	4-6	4-6	4-6
4. Demonstrate ability to delay immediate gratification for long-term rewards	4-6	4-6	4-6
5. Demonstrate perseverance to achieve long- and short-term goals	4-6	4-6	4-6

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

# ASCA National Standards for Students

(COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

## Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.**

### **A:A1 Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

### **A:A2 Acquire Skills for Improving Learning**

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

### **A:A3 Achieve School Success**

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

### **A:B1 Improve Learning**

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

### **A:B2 Plan to Achieve Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
- A:B2.2 Use assessment results in educational planning

- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

**STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.

**Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

**C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

**Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**

**C:B1 Acquire Career Information**

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

**Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**

**C:C1 Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2 Apply Skills to Achieve Career Goals**

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

**PS:A1 Acquire Self-knowledge**

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings

- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

**Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**

**PS:B1 Self-knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills.**

**PS:C1 Acquire Personal Safety Skills**

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events.



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

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Relationship skills</b>	<b>September</b> (~19 days)
<b>Respect</b>	<b>October</b> (~19 days)
<b>Empathy</b>	<b>November</b> (~16 days)
<b>Gratitude</b>	<b>December</b> (~15 days)
<b>Citizenship</b>	<b>January</b> (~18 days)
<b>Kindness</b>	<b>February</b> (~18 days)
<b>Tolerance/Conflict Resolution</b>	<b>March</b> (~15-20 days)
<b>Growth Mindset</b>	<b>April</b> (~15-20 days)
<b>Grit/Perseverance</b>	<b>May</b> (~18 days)
<b>Personal Development</b>	<b>June</b> (~15 days)

## [Units](#)

Contact the Content Supervisor for unit details.