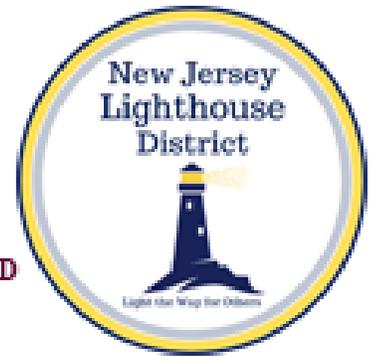




**BLACK HORSE PIKE
REGIONAL SCHOOL DISTRICT**

**WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT**



School Counseling Curriculum

Grades 9-12



Table of Contents

Overview.....	3
Program Foundation.....	3
Component 1: Mission and Philosophy.....	3
Vision Statement.....	3
Mission Statement.....	3
School Counselor Philosophy.....	3
School Counselor Philosophy.....	3
Component 2: ASCA Ethical Standards.....	3
Component 3: Mindsets & Behaviors.....	4
Component 4: School Counseling Goals	5
Component 5: Policies & Procedures.....	6
Component 6: Curriculum Delivery.....	7
Component 7: Direct Services.....	7
Component 8: Indirect Services.....	8
Component 9: Program Evaluation and Accountability.....	9
School Counseling Curriculum at Black Horse Pike Regional School District.....	10
Component 10: Program Management and Maintenance.....	10
Component 11: Program Delivery.....	11
Family Supports: Evening Presentations	11
Testing Opportunities Offered	12
Topics Included (by grade level)	12
Grade 9.....	12
Grade 10.....	13
Grade 11.....	14
Grade 12.....	15

Overview

Black Horse Pike Regional School District's School Counseling Curriculum plays a vital role in the overall educational experience of students in grades 9 through 12. It focuses on the development of the academic, career, and personal/social needs of all students and aligns with the nationally recognized American School Counselor Association's (ASCA) framework and corresponding standards. This program is delivered through a combination of direct and indirect services.

Program Foundation

Component 1: Mission and Philosophy

Vision Statement: The Black Horse Pike Regional School District is a community of lifelong learners nurturing the development of critical thinkers and involved citizens prepared to lead fulfilling lives in a changing world. It is the vision of Black Horse Pike Regional District's school counseling department that all students be successfully prepared for their unique college, career, and life path and that all students graduate as intrinsically motivated learners, contributing citizens, and empowered members of society.

Mission Statement: The mission of the BHPRSD Counseling Department is to provide an equal opportunity to foster an environment in which all students are provided access to encouragement and support services. Students will achieve academic, career, social and emotional growth in an effort to facilitate the realization of lifelong success. The overall goal of the BHPRSD Counseling Departments is to educate students to become responsible citizens in a diverse and ever-changing world. The Counseling Department will initiate programs to enhance the personal, career and academic development of all students. The BHPRSD Counseling Departments will promote standards and best practices in all three schools.

School Counselor Philosophy: Through collaboration and advocacy, school counselors are professional student advocates who help all students maximize their achievement, develop their confidence, and realize their potential. Black Horse Pike Regional School District school counselors believe:

- All students have worth.
- All students can be empowered to take ownership of their future.
- All students will have access to school counseling services.
- School counselors are integral partners in the success of students.
- School counselors will collaborate with students, families, faculty, administrators, and community members to address students' needs.
- School counselors will consistently evaluate activities to measure effectiveness and adjust as needed.
- School counselors will adhere to the ASCA Code of Ethics.

Component 2: ASCA Ethical Standards

The ASCA framework for school counseling states that school counselors are leaders, advocates, collaborators, and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. Consequently, school counselors believe that all students have the right to the following.

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive, and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination, and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career, and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards

of the state, homelessness or incarceration.

- Information and support needed to enhance self-development and affirmation within one’s group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce, and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors’ balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

(For additional information on school counselor ethical standards, please visit [ASCA’s Ethical Standards](#) document.)

Component 3: Mindsets & Behaviors

The *ASCA Student Standards: Mindsets & Behaviors for Student Success* describe the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. Each of the following standards can be applied to the academic, career, and social/emotional domains.

School counselors encourage the following mindsets for all students.

- M 1.** Belief in the development of the 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 the 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

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 is 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

Component 4: School Counseling Goals

Goals address the general outcomes to which the Black Horse Pike Regional School District Counseling Program aims to achieve.

Academic Development: The focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals, developing a plan to achieve them, and relating school to life experiences.

1. **Skills for Learning:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
2. **School Success:** Students will employ strategies to achieve success in school.
3. **Academics to Life Success:** Students will understand the relationship of academics to the world of work, and life at home and in the community.

College/Career Development: The career content area focuses on developing career awareness, employment readiness, acquiring knowledge to identify career goals, and the acquisition and application of information and skills to achieve career goals.

1. **Investigate Careers and postsecondary education requirements-** Collaborate with students to discover their interests, strengths, and career clusters as well as their plans for postsecondary education by utilizing Naviance and other resources.
2. **Identify & Acquire Knowledge to achieve Career/Post Secondary Goals-**Collaborate with students to identify career goals and how to achieve them. Students will develop personal skills and interests, understand the career-planning process, utilize research resources including the Internet, Naviance, and explore both traditional and nontraditional career options.
3. **Apply Knowledge & Skills learned to achieve Career/Post Secondary Goals-**Work with students to help them use their knowledge and reach their career goals. They will adjust their educational plans to align with their career objectives, develop employability skills through hands-on experiences, and customize each step to fit their personal aspirations and learning styles. This approach encourages a proactive and engaged pursuit of their career ambitions.

Social/Emotional Development: This area focuses on developing self-awareness, interpersonal skills, personal safety, social awareness, and applying self-knowledge to career and educational planning, as well as to various life roles and events.

1. **Respect for Self and Others:**

Students will develop the attitudes, knowledge, and interpersonal skills necessary to understand and respect themselves and others.

2. **Goal Setting and Attainment Skills:**

Students will learn to make decisions, set goals, and take appropriate actions to achieve those goals.

3. **Survival and Safety Skills:**

Students will acquire an understanding of essential safety and survival skills.

Component 5: Policies & Procedures

Black Horse Pike Regional's School counseling program requires that regulations and procedures are in place, clearly defined, and communicated to stakeholders to ensure compliance with Board of Education policies and Administrative guidelines. Services that align with these policies and procedures include the following:

- 504 Services
- Academic Advising
- Academic Course Placement/Requests
- Add/Drop Procedures
- Advanced Placement
- Appointment with the School Counselor
- Child Abuse, Suicide Ideation, and Self-Injurious Behavior
- Career Exploration Program: College Now, Finishing Trades Institute, Career Investment Program, Internship, Work Study, Career Day
- Career Pathways
- College/Postsecondary Planning: College Rep. Visits, HBCU College Fair, Career Council Hispanic College Fair, School Trip College Visits, On-site admissions, Construction Industry Career Day, Finishing Trades Institute Trip, etc.
- Confidentiality
- Course/Schedule Changes
- Credit Recovery
- Dating Violence
- Dual Credit Opportunities
- Harassment, Intimidation and Bullying
- Homebound Instruction
- Illegal Substance Prevention
- Maintenance of Student Records
- Mental Health Screening
- New Student Registration
- Response to Intervention Team
- Threat Assessment Team

(For additional information on school counseling procedures, please visit our Program of Studies <https://www.bhprsd.org/Page/681>)

Component 6: Curriculum Delivery

The counseling curriculum is delivered to all students and supports the goals of the district's strategic plan. There is a written curriculum of the counseling instructional program delivered and/or coordinated by school counselors, mental health counselors and student assistance coordinators which are integrated across the content areas – academic, college/career, and social/emotional development. The curriculum component:

- is planned;
- ongoing and systematic in delivery;
- includes a clear explanation of the scope and sequence of its units of instruction;
- clearly outlines the goals and competencies students will achieve at each grade level; and
- indicates the methods and timelines for delivery of units of instruction to each grade.

Component 7: Direct Services

Direct services in the context of school counseling involve face to face or virtual one to one or small group interactions between counselors and students. Black Horse Pike emphasizes the importance of these services in addressing the individual needs and concerns of students. Here are some examples of direct student services:

- **Academic Planning:** School counselors work with students individually to create academic plans that align with their goals and aspirations. This may involve helping students choose appropriate courses, set educational goals, and explore postsecondary options.
- **Career Counseling:** Counselors provide students with career exploration and guidance, assisting them in discovering their interests, skills, and goals. This support can include personalized career assessments using Naviance and lessons and conversations about various career options.
- **College/Postsecondary and Career Readiness:** Counselors provide guidance to students on college/postsecondary applications, scholarships, career planning, and financial aid application resources. They assist students in setting postsecondary goals, navigating the college/postsecondary admissions process, and exploring potential career paths.
- **Crisis Intervention:** In times of crisis, such as when a student is experiencing a traumatic event or intense emotional distress, the counseling department provides immediate support and interventions to help the student cope and connect the student and family with appropriate resources.
- **Grief and Loss Counseling:** Counselors offer individual or group counseling to students coping with grief and loss, aiding them in navigating the emotional challenges associated with these experiences.
- **Group Counseling:** Counselors facilitate small group counseling sessions for students with common concerns or challenges. These sessions can address topics like self-esteem, self-care, peer relationships, substance abuse, or grief support, providing a supportive and collaborative environment for students to learn and grow together.
- **Individual Counseling:** Counselors provide one-on-one counseling sessions for students facing personal, academic, or social-emotional issues. For example, individual counseling can help students dealing with anxiety, grief, academic difficulties, or peer-related problems.
- **Social-Emotional Skills Development:** Counselors conduct sessions to enhance students' social and emotional skills, including topics such as self-regulation, emotional intelligence, coping strategies, and decision-making.
- **Substance Abuse Prevention and Intervention:** When students face substance abuse issues, counselors offer support, counseling, and referrals to appropriate resources for intervention and treatment.

These examples demonstrate how direct student services empower counselors to closely collaborate with individual students or small groups, addressing specific needs, fostering personal growth, and supporting students in overcoming challenges related to their academic, personal, and social/ emotional development.

Component 8: Indirect Services

Indirect student services in school counseling encompass activities and interventions that benefit students indirectly, typically through collaboration with other stakeholders rather than through direct one-on-one counseling sessions. At Black Horse Pike, these services are valued for their potential to positively influence the school's environment and enhance the overall well-being of students. Below are some examples of indirect student services:

- **Committees:** Counselors can serve on advisory committees within the school or district to provide input on policies, programs, and services that impact students' academic and personal development.
- **Community Partnerships:** Counselors may establish partnerships with community organizations and agencies to provide additional resources and support services to students and families. These partnerships can include access to mental health services, job opportunities and tutoring opportunities.
- **Consultation with Teachers and Staff:** Counselors may collaborate with teachers and other school personnel to develop strategies for improving classroom management, addressing student behavior issues, or implementing effective teaching practices. By providing guidance and expertise, counselors indirectly contribute to a positive learning environment for students.
- **Crisis Response Planning:** Counselors play a crucial role in developing and updating crisis response plans. While this work is not directly with students, it ensures that the school is prepared to address emergencies and provide a safe environment for students in times of crisis.
- **Data Analysis and Assessment:** Counselors often analyze data related to student performance, behavior, and attendance. They can identify trends and areas of concern and then work with administrators and teachers to develop interventions and strategies to address these issues and improve overall student outcomes through the school's response to intervention programs.
- **Parent Education Programs:** The counseling department organizes informational sessions for parents on various topics, such as eighth grade parent night, back to school night, postsecondary planning, financial aid assistance, substance abuse prevention, dating violence, and mental health awareness. By educating parents, counselors indirectly promote positive outcomes for students at home and in school.
- **Professional Development Workshops:** Counselors can organize and facilitate workshops or training sessions for teachers and staff on topics such as mental health awareness, bullying prevention, and classroom interventions, concussion protocol. These sessions help educators better understand and support their students' needs. The Black Horse Pike Regional School District's counselors receive ongoing training throughout the school year. Such training is received through attendance at workshops and conferences, graduate courses, online training programs, in-service programs, and reading professional journals and publications. Counselors are given two professional days and school business days, as needed, to meet their current needs and goals. The counselors are members of the Camden County School Counselors Association and various other professional organizations.
- **School-Wide Initiatives:** Counselors may lead or participate in school-wide programs and initiatives aimed at improving school culture, such as anti-bullying campaigns, dating violence and mental health awareness weeks. These initiatives create a positive and supportive atmosphere for all students.

These examples illustrate how indirect student services allow the counseling department to have a broad and lasting positive impact on students' lives by collaborating with various stakeholders and addressing systemic issues within the educational environment.

Component 9: Program Evaluation and Accountability

The school counseling office assesses its initiatives by setting clear goals, collecting and analyzing data, involving stakeholders, continuously improving services, and aligning with the principles of the ASCA National Model. This process ensures that the counseling program is effective in promoting the academic, career, and social-emotional development of all students. The school counseling office can assess the program by using the following methods:

- **Alignment with ASCA National Model:** The counseling office ensures that its program aligns with the ASCA National Model framework, which emphasizes a data-informed, comprehensive school counseling program.
- **Continuous Improvement:** Based on the data and feedback collected, the ideal counseling office identifies areas where the program can be enhanced or modified. It sets specific action plans for improvement, including changes to interventions, resources, or strategies.
- **Data Collection & Analysis:** The office collects a variety of data to assess the program's impact. This includes both quantitative data and qualitative data. Data collection is ongoing and covers a range of program activities. The collected data is analyzed to identify trends, strengths, and areas in need of improvement. The counseling office uses data analysis tools and techniques to draw meaningful conclusions and insights from the information gathered.
- **Documentation:** The office maintains thorough documentation of assessment processes, data collection, findings, and action plans. This documentation is crucial for accountability and program improvement.
- **Establish Clear Program Goals and Objectives:** The ideal school counseling office begins by defining clear and measurable goals and objectives for their counseling program. These goals align with the school's overall mission which emphasizes academic, career, and social-emotional development for all students.
- **Feedback and Stakeholder Involvement:** Gathering feedback from students, parents, teachers, and other stakeholders is essential. The office actively seeks input on the counseling program's strengths and weaknesses to inform improvements.
- **Needs Assessment:** Regularly conducting needs assessments is crucial. The office assesses the needs of the student population to determine which areas require the most attention and which interventions are most appropriate.
- **Professional Development:** School counselors in the ideal office engage in ongoing professional development to stay current with counseling practices, data analysis techniques, and program assessment methods.
- **Use of Research-Based Practices:** The counseling office employs evidence-based practices and interventions in its program to ensure that services are effective and research-informed. This involves staying up-to-date with the latest research and best practices in school counseling.

Developmental Needs of High School Students

High school students have diverse developmental needs that are essential for their growth and transition into adulthood. These needs encompass various aspects of their lives:

- **Academic Growth:** High school students require access to challenging coursework, supportive teachers, and educational resources to develop their critical thinking skills and expand their knowledge across different subjects.
- **Autonomy and Independence:** Seeking autonomy and independence is a natural part of adolescence. High school students need opportunities to make decisions, take responsibility for their actions, and develop skills for self-management within appropriate boundaries.
- **Civic Engagement and Responsibility:** Encouraging active participation in the community and fostering a sense of social responsibility and empathy is important for high school students.
- **College, Career, and Life Planning:** High school students need guidance to discover their interests, strengths, and the opportunities available to make well-informed decisions about their educational and career objectives.
- **Health and Well-being:** Promoting physical health and overall well-being is crucial during adolescence. High school students need access to nutritious meals, opportunities for physical activity, and support for maintaining their mental health.
- **Identity Formation:** During high school, students explore their identities, values, and beliefs. They benefit from guidance and support as they develop a sense of self, discover their strengths and interests, and determine their

- future goals.
- **Life Skills:** High school students benefit from acquiring practical life skills that prepare them for independent living. These skills may include financial literacy, time management, problem-solving, decision-making, and effective communication.
- **Social and Emotional Development:** Adolescence is a time of significant emotional and social growth. High school students need opportunities to form positive relationships, enhance their social skills, and navigate the complexities of their emotions. Recognizing and addressing these developmental needs in a comprehensive and supportive manner helps ensure the well-rounded growth and preparation of high school students for challenges and opportunities that lie ahead.

School Counseling Curriculum at Black Horse Pike Regional School District

The high school's comprehensive school counseling curriculum continues to prioritize student development in the academic, career, and personal/social domains. The curriculum focuses on several key areas, including:

- **Counseling Support:** Students who are identified as needing assistance receive specialized counseling support to help them overcome barriers to academic and personal success.
- **Parent/Guardian Involvement:** The curriculum actively involves parents in the postsecondary planning process, recognizing their vital role in supporting their child's educational and career aspirations.
- **Postsecondary Planning:** Every student receives assistance and encouragement in preparing for their postsecondary education or career paths, ensuring they make informed decisions about their future. Students are provided with opportunities to participate in various Career Exploration Programs offered by the district.
- **Transition Support:** The curriculum assists middle school students in smoothly transitioning to the high school environment, addressing any challenges they may face during this important period.

The delivery of the curriculum is carried out by school counselors through various instructional strategies, with a primary focus on classroom lessons and individual/small group counseling sessions. The school counselor's efforts are further strengthened by the involvement of teachers, support staff, and administrators through their active participation, ensuring a cohesive and comprehensive approach to student support and development.

Component 10: Program Management and Maintenance

For successful implementation of our School Counseling Program, it must be managed with an effective support system. This component consists of tools to effectively manage and organize the administration of the entire school counseling program.

- School counselor, mental health assistance counselor, and student assistance coordinator's role and function statement
- Supervision and evaluation of counselor performance
- Role statement for the supervisor of the school counseling program
- Professional development activities
- Management plan that supports the implementation of the comprehensive school counseling program
- Demonstration of professionalism by working within the ethical standards of the state and national school counselor associations
- Curricular timeline that determines the schedule for implementation of curriculum and individual planning

Component 11: Program Delivery

Family Supports: Evening Presentations

Welcome to Black Horse Pike School District	Financial Aid Night	Postsecondary Night	Back to School Night	Eighth Grade Parent Night
Summer	Marking Period 1	Marking Period 1	Marking Period 1	Marking Period 2
<p>Objective(s): Students and families will be introduced to the school counseling and administrative teams. Students and parents will receive information on services available, program of studies and class placement, and student activities.</p> <p>Primary: Grade 9</p>	<p>Objective (s): Students and families will learn about the financial aid process. Families will learn how to create their FSA ID and complete the FAFSA form.</p> <p>Primary: Grade 12</p>	<p>Objective(s): Students and families will discuss the college search process and what you can do to prepare for application season.</p> <p>Primary: Grade 11</p>	<p>Objective(s): Students and families meet their child's School Counselor.</p> <p>Primary: All grades</p>	<p>Objective (s): Families will be provided an introduction to the high school curriculum. Parents/guardians will have a meet and greet with their student's school counselor.</p> <p>Primary: Grade 8</p>

Armed Forces Night	Post Secondary Planning Meetings	Dual Credit Night	Mental Health Awareness Night
Marking Period 3	Marking Period 3	Marking Period 3	Marking Period 3/4
<p>Objective(s): Students and families will have the chance to engage with United States Military recruiters to discover the advantages and opportunities that military service can offer.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will meet with their School Counselor and plan for the student's senior year and post secondary plans after graduation.</p> <p>Primary: Grade 11</p>	<p>Objective(s): Students and families will learn about earning college credit at Camden County College while attending Black Horse Pike Regional Schools.</p> <p>Primary: Grade 11-12</p>	<p>Objective(s): Students and families will learn about the signs & symptoms of mental health conditions. Students and families will be able to interact with mental health care professionals and know who to reach out to for services if needed.</p> <p>Primary: All grades</p>

Testing Opportunities Offered:

PSAT	Seal of Biliteracy	SAT	AP
Practice SAT is given to all 10th & 11th graders	Seal of Biliteracy testing is offered to 11th & 12th grade students who are multilingual. They complete a written and oral examination in their native or learned language.	SAT is offered to all 11th graders in preparation for college application season.	Advanced Placement testing is offered to all students who are currently taking an Advanced Placement class.

Topics Included:

Grade 9

- 1 lesson by a School Counselor
- 1 lesson by a Mental Health Counselor (Grief lesson done in Health)
- 1 lesson by the Career Counselor
- 1 individual meeting by the school counselor

<u>Lesson 1:</u>	<u>Individual Student Meeting</u>	<u>Lesson (MHAC):</u>	<u>Lesson (Career Counselor Services)</u>
Title: Transition to High School	Title: How to be Successful in High School	Title: Intro to Grief and Loss	Title: Career Interest Profiler and Career Research
Marking Period 1	Marking Period 3	During 9th grade Health Classes	Marking Period 3/ 4
Objective(s): Students will learn how to access Genesis/Parent Portal, Naviance and gain tools to help navigate High School.	Objective(s): Students will meet their school counselor, talk about their transition, school involvement, and academic standing, and identify skills needed to continue success in high school.	Objective(s): Students will gain an understanding of the stages of grief and develop the ability to identify and manage their emotions effectively.	Objective(s): Students will learn about and complete the Career Interest Profiler assessment and review their results. Students will then complete an activity by researching various information about a possible career path. Students should gain an understanding of what skills/aspects are important to research in the career planning process, along with where this information can be found.

Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning Groups with MHAC/SAC
Marking Period 1	Marking Period 1	Marking Period 3	Various Months of Year
<p>Objective(s): Students will be able to identify and recognize feelings of depression, anxiety, or grief through a survey designed to evaluate their mental health.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to recognize signs of alcohol and drug abuse and discover strategies for prevention.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to identify signs and symptoms of mental illness and gain insights into supporting mental health awareness.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students will acquire skills to enhance their self-esteem, comprehend healthy relationships and boundaries, and adopt healthy coping strategies for grief.</p> <p>Primary: Grade 9-12</p>

Grade 10

- 2 lessons by a school counselor in a group setting
- 1 individual meeting with the school counselor
- Meeting with career counselor as needed

<p><u>Lesson 1</u></p> <p>Title: Scheduling Review/ Program of Studies</p>	<p><u>Individual Student Meetings</u></p> <p>Title: Post Secondary Planning / Scheduling</p>	<p><u>Lesson 2</u></p> <p>Title: Postsecondary Planning</p>	<p><u>Career Counselor Services</u></p>
Marking Period 2	Marking Period 3	Marking Period 3	Marking Period 3/4
<p>Objective(s): Students will review the program of studies, explore classes that align with their postsecondary goals, and understand the mandatory graduation requirements.</p>	<p>Objective(s): Students will assess their current academic performance, discuss their post-high school plans, and create a senior year schedule aligned with their postsecondary goals.</p>	<p>Objective(s): Students will create a resume in Naviance. Students will learn of extra-curricular activities available, tutoring services and upcoming district programs. Students will explore postsecondary options utilizing tools in Naviance.</p>	<p>Objective(s): Career Counselors will offer students the opportunity to meet with prospective employers, assistance with job applications and searches, and job interviewing skills.</p>

Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning Groups with MHAC/SAC
Marking Period 1	Marking Period 1	Marking Period 3	Various Months of Year
<p>Objective(s): Students will be able to identify and recognize feelings of depression, anxiety, or grief through a survey designed to evaluate their mental health.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to recognize signs of alcohol and drug abuse and discover strategies for prevention.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to identify signs and symptoms of mental illness and gain insights into supporting mental health awareness.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students will acquire skills to enhance their self-esteem, comprehend healthy relationships and boundaries, and adopt healthy coping strategies for grief.</p> <p>Primary: Grade: 9-12</p>

Grade 11

- 2 lessons by a school counselor
- 1 lesson by mental health counselor/student assistance coordinator
- 1 individual meeting by the school counselor by March of junior year
- Meeting with career counselor as needed
- Career Fair arranged for all juniors

<p><u>Lesson 1</u></p> <p>Title: Scheduling Review/ Program of Studies</p>	<p><u>Individual Student Meetings</u></p> <p>Title: Post Secondary Planning and Scheduling</p>	<p><u>Lesson 2</u></p> <p>Title: Healthy Relationships (MHAC/SAC)</p>	<p><u>Lesson 3</u></p> <p>Title: Post Secondary Planning and Research</p>	<p><u>Career Counselor Services</u></p> <p>Title: Black Horse Pike Regional Career Day</p>
Marking Period 2	Marking Period 2	Marking Period 3	Marking Period 4	Marking Period 3/4

<p>Objective(s): Students will review the program of studies, explore classes that align with their postsecondary goals, and understand the mandatory graduation requirements.</p>	<p>Objective(s): Students will assess their current academic performance, discuss their post-high school plans, and create a senior year schedule aligned with their postsecondary goals.</p>	<p>Objective(s): Students will understand the distinction between healthy and unhealthy relationships. They will also learn how to disengage from unhealthy situations and be informed about available resources.</p>	<p>Objective(s): Students will learn how to research post secondary options including college searches/matches. Students will begin to create a list of post secondary options within their Naviance profile.</p>	<p>Objective(s): Students will gain an understanding of possible opportunities by meeting with potential employers, military representatives, trade schools, and other professionals to discuss postsecondary plans and research different careers.</p>
---	--	--	--	--

Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning Groups with MHAC/SAC
Marking Period 1	Marking Period 1	Marking Period 3	Various Months of Year
<p>Objective(s): Students will be able to identify and recognize feelings of depression, anxiety, or grief through a survey designed to evaluate their mental health.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to recognize signs of alcohol and drug abuse and discover strategies for prevention.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to identify signs and symptoms of mental illness and gain insights into supporting mental health awareness.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students will acquire skills to enhance their self-esteem, comprehend healthy relationships and boundaries, and adopt healthy coping strategies for grief.</p> <p>Primary: Grade: 9-12</p>

Grade 12

- 2 lesson by a school counselor
- 1 lesson by mental health counselor/student assistance coordinator
- 1 individual meeting by the school counselor
- Meeting with career counselor as needed

<p><u>Lesson 1</u></p> <p>Title: Post Secondary Planning/ Financial Aid Graduation Requirement</p>	<p><u>Individual Student Meetings</u></p>	<p><u>Lesson 2 (MHAC)</u></p> <p>Title: Coping with Grief and Loss</p>	<p><u>Lesson 3</u></p> <p>Title: Decision Making</p>	<p><u>Career Counselor Services</u></p> <p>Title: Post Secondary Planning</p>
Marking Period 1	Marking Period 1	Marking Period 1	Marking Period 4	Various Marking Periods

<p>Objective(s) Students will acquire knowledge about the steps and procedures necessary to complete the college application process, including how to utilize the Common App and explore other postsecondary options. Additionally, students will learn how to complete the necessary financial aid application to ensure they meet graduation requirements.</p>	<p>Objective(s) Students will review and update their postsecondary plans in Naviance, paying close attention to application deadlines, the status of letters of recommendation, and the financial aid application.</p>	<p>Objective: Students will be taught strategies to manage grief and cope with the loss of a loved one, while also gaining awareness of available resources for support.</p>	<p>Objective(s) Students will learn the significance of making wise decisions and the potential negative consequences of poor choices. This message will be emphasized particularly before prom and graduation season.</p>	<p>Objective(s): Career Counselors will offer students the opportunity to meet with prospective employers, assistance with job applications and searches, and job interviewing skills. Career Counselors also meet with students about their postsecondary plans and help the student complete any applications.</p>
--	--	---	---	---

Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning Groups with MHAC/SAC
Marking Period 1	Marking Period 1	Marking Period 3	Various Months of Year
<p>Objective(s): Students will be able to identify and recognize feelings of depression, anxiety, or grief through a survey designed to evaluate their mental health.</p> <p>Primary: Grades 9-12</p>	<p>Objective(s): Students and families will learn to recognize signs of alcohol and drug abuse and discover strategies for prevention.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students and families will learn to identify signs and symptoms of mental illness and gain insights into supporting mental health awareness.</p> <p>Primary: Grade 9-12</p>	<p>Objective(s): Students will acquire skills to enhance their self-esteem, comprehend healthy relationships and boundaries, and adopt healthy coping strategies for grief.</p> <p>Primary: Grade 9-12</p>