



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	School Counseling Department
<b>Department Philosophy</b>	Bristol Public School's School Counseling Department is committed to ensuring that all students, grades 6-12, have the knowledge and skills to be competent, confident, and innovative learners while developing skills to meet the Vision of the Graduate. The School Counseling Department seeks to provide proactive, preventative, and tiered intervention models of support to students. School Counselors support learners in the process towards post-secondary education, career pathways and make healthy life decisions that allow them to contribute to a global society.
<b>Course</b>	N/A
<b>Course Description for Program of Studies</b>	N/A
<b>Grade Level</b>	6-8
<b>Pre-requisites</b>	N/A
<b>Credit (if applicable)</b>	N/A

<b>District Overarching Learning Expectations and Standards</b>  <b>(Grade 6-8)</b>  <b>Academic Domain</b> <b>Career Domain</b> <b>Social-Emotional Domain</b>	Grade-Level Large Group (Assembly)	Whole Group-Class	Small Group	Individually
	<u><b>Tier One Supports</b></u> Access to Naviance Lessons Access to PowerSchool Portal Supported Course Selection Student SUCCESS Planning Supported Transition planning Restorative/SBDI/Circles Lessons Ongoing Monitoring of Grades and Attendance		<u><b>Tier Two/Three Supports</b></u> Individual counseling Small group counseling Student behavior support plans Referral to community services Team/parent meetings Peer mediations Increased communication between home/school (ex. weekly reports) Crisis Intervention Daily Check-ins/Check-outs Access to Student Support Center Student Home Visits Connection with Youth/Truancy Officers	
A1: Students will demonstrate skills for effective learning and achieving school success.	X	X		X

A2: Students will demonstrate the ability to plan a challenging program of studies to prepare for a variety of options after graduation.		X		X
A3: Students will demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.		X		X
A4: Students will demonstrate the ability to integrate technology to enhance learning and to solve problems.		X		
A5: Students will demonstrate the ability to use creativity and outside experience to enrich the learning process.		X		
A6: Students will demonstrate the ability to set goals based on reflective evaluation of current performance.		X		X
C1: Students will identify personal values, personality, abilities, and interests in relation to career options and the world of work.		X		X
C2: Students will demonstrate the skills, and abilities to research, identify career options and take the necessary steps to obtain a job. Students will develop a research strategy and the tools to search and obtain employment.		X		X
C3: Students will demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.		X		X
C4: Students will demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.		X		X
C5: Students will identify a plan to make a successful transition from school to postsecondary education and/or the world of work.		X		X

C6: Students will demonstrate an understanding of technology in the workplace.		X		
S/E1: Students will demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.		X		X
S/E2: Students will demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.		X		
S/E3: Students will demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.		X		X
S/E4: Students will demonstrate an understanding of the relationship between practicing self-care and personal well-being.		X		X
S/E5: Students will demonstrate an understanding and practice personal safety skills.		X		X
S/E6: Students will demonstrate an understanding of the risks and responsible use of technology.		X		

Whole Group-Classroom (Grade 6)				
Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
<b>What are habits of mind and how can developing these habits lead to my academic success in Middle School and in the future?</b>	<p>6-A1-1: Students will learn how to track their use of time and understand efficient use of time.</p> <p>6-A1-2: Students will learn skills that assist them in taking responsibility for independent learning.</p>	<p>Habits of Mind Academic values Self-management Time management Independent learning Attendance Punctuality Commitment</p>	<p><b><i>Pacing: 3 Sessions</i></b></p> <p>Naviance Lesson (6.5)-My Study Plan</p> <p>Naviance Lesson (6.11)-My Study Skills</p>	<p>Review of Naviance results Google survey/Exit Ticket</p>

	<p>6-A1-3: Students will demonstrate awareness of the relationships between learning and effort.</p> <p>6-A5-1: Students will develop an understanding of the value of commitment and apply it to the learning environment.</p> <p>6-A6-1: Students will identify habits of mind and behaviors that lead to success.</p> <p>6-C3-1: Students will learn and understand the importance of attendance and punctuality and the connections this has to skills needed for a workplace setting.</p> <p>6-C4-2: Students will create a weekly calendar of homework time, extracurricular activities, and family events.</p>	Persistence	<p>Naviance Lesson (6.6)-Taking Responsibility</p> <p>PowerSchool Connections Lesson</p>	
<p><b>What are healthy decision-making or problem-solving skills and how can I use these skills in Middle School and in the future?</b></p>	<p>6-A3-3: Students will learn skills to be able to respond effectively and appropriately to new situations.</p> <p>6-S/E-1-2: Students will learn the conflict resolution process.</p> <p>6-S/E-3-1: Students will analyze possible alternatives when peer pressure is influencing decisions and behaviors.</p>	<p>Healthy decision making</p> <p>Problem-solving</p> <p>Conflict Resolution</p>	<p><b><i>Pacing: 2 Sessions</i></b></p> <p>Naviance lesson (6.15) - My MS Support Network</p> <p>School-wide SEL lesson</p>	<p>Google survey</p> <p>Exit Ticket</p>
<p><b>What is personal self-care, personal well-being, and</b></p>	<p>6-S/E-4-1: Students will learn positive ways to respond to negative</p>	<p>Conflict resolution</p> <p>Self-care</p>	<p><b><i>Pacing: 3 Lessons</i></b></p>	<p>Google Survey/Exit Ticket</p> <p>Create a self-care plan</p>

<p><b>personal safety? How can I practice these skills in Middle School during stressful moments?</b></p>	<p>comments and situations.</p> <p>6-S/E-4-2: Students will learn self-care options for self and others when in need.</p> <p>6-S/E4-3: Students will understand the importance of taking care of our bodies and personal wellness.</p> <p>6-A1-5: Students will demonstrate an understanding of the concept of reducing stress and test anxiety.</p> <p>6-S/E5-1: Students will demonstrate safe and responsible behavior in school and in the community.</p> <p>6-S/E5-4: Students will demonstrate an understanding of peer pressure and appropriate and appropriate responses to peers during these types of situations.</p>	<p>Test Anxiety/Stress Stress Reduction Healthy choices Peer pressure</p>	<p>Self-care Lesson</p> <p><a href="#">Calm Mindfulness Journal</a></p> <p>School-wide Erin's Law Lesson</p> <p>School-wide-SEL lesson</p>	
<p><b>What are safe ways that I can use some technology tools and resources for academic work and research?</b></p>	<p>6-A4-2: Students will actively and creatively use various types of technology resources for academic success.</p> <p>6-C6-1: Students will learn appropriate technology use and safety both within the school and personal settings.</p> <p>6-S/E5-1: Students will understand the permanence of digital footprints and digital identity.</p> <p>6-S/E6-1: Students will use online</p>	<p>Online digital footprints Social media safety</p>	<p><b><i>Pacing: 2 lessons</i></b></p> <p>Naviance Lessons (6.4) My present versus my future</p> <p>Digital Citizenship Lesson</p>	<p>Exit Ticket/Post assessment</p>

	tools and technology responsibility and in healthy social ways to enhance learning and social interaction.			
<b>What activities and skills are involved in planning for my academic, personal, and career future?</b>	<p>6-C1-1: Students will take a career interest inventory and identify potential careers of interest.</p> <p>6-A1-8: Students will create a comprehensive academic, career, and personal goal plan that is captured in their Student Success Plan (SSP).</p> <p>6-A6-3: Students will discuss and explore the relationship between educational goals and future career planning using technology tools.</p>	<p>Interest Inventories</p> <p>Comprehensive plans</p> <p>Student Success Plans</p>	<p><b><i>Pacing: 3 Sessions</i></b></p> <p>Naviance Lessons (6.8)</p> <p>My career interests</p> <p>Naviance Lesson (6.9)</p> <p>Goal setting</p> <p>Naviance Lesson (6.12)</p> <p>What is college</p> <p>Encore Course Selection</p>	<p>Completion of Interest Inventory</p> <p>Completion of Gr. 6 SSP (Academic, personal, and career).</p>
<b>What is cultural awareness and how can I collaborate with others to ensure that I am being inclusive?</b>	<p>6-S/E2-1: Students will investigate ways to help and engage others in helping the school community or the Bristol community.</p> <p>6-S/E2/2: Students will learn and understand the negative impacts of excluding others.</p> <p>6-S/E1-3: Students will learn to identify the differences between nonverbal and verbal communication and demonstrate active listening skills.</p>	<p>Community service</p> <p>Peer relations</p> <p>Exclusion</p> <p>Forms of communication</p> <p>Active listening skills</p>	<p><b><i>Pacing: 2 Sessions</i></b></p> <p>Oct Anti-Bullying lesson</p> <p>School-wide SEL lessons</p> <p>Community-service lesson</p>	<p>Naviance 6.16: What Have You Learned? (Post-Assessment)</p> <p>Sign: Anti-bullying contract</p>
<b>ADDITIONAL CONSIDERATIONS</b>				
<b>COMMON MISCONCEPTIONS</b>		<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>		
“Students who earn As earn them by being ‘smart’”-Students may not		Students could choose one of the habits of mind to think about/journal about/observe		

<p>have a strong perception of what makes a student successful because their perception is based on their experience as a learner and their extent to which their teachers have built experiences that have shown how effort leads to success.</p> <p>“No one will know what I do online as long as I delete it”. Students may not understand the footprint that is left behind by posts, comments and online behavior.</p> <p>“I can’t talk to anyone about a bullying incident or an incident when I felt left out because of my race or culture because then I will be called a snitch or it will be ignored.”</p> <p>“Only struggling students work with their counselors.”</p>	<p>after reflecting on a potential area of strength or need.</p> <p>After digital footprint lesson, students can review their social media accounts and determine changes they would like to make immediately to posts that exist and changes they will make moving forward.</p> <p>After learning about the building protocols for reporting incidents, students can report an anonymous report, seek a trusted adult to discuss or address the situation with peers.</p> <p>Students could visit the counseling office and assigned counselor to find out the services they offer to all students.</p>
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**RESOURCES**

**Naviance Curriculum**

- <https://sites.google.com/a/wesvt.net/library/habits-of-mind>
- <https://www.commonsense.org/education/digital-citizenship/curriculum>
- [https://www.chsvt.org/wdp/Habits\\_of\\_Mind\\_Curriculum\\_VT\\_WDP.pdf](https://www.chsvt.org/wdp/Habits_of_Mind_Curriculum_VT_WDP.pdf)

**Individually (Targeted Standards)**

Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
<p><b>How does my personal attitude and belief system impact my thoughts about my personal successes?</b></p>	<p>6-A3-5 Students will demonstrate the ability to share positive mental attitudes and beliefs regarding their personal success.</p>	<p><b>Proficient:</b> Student is able to share positive mental attitudes and beliefs regarding themselves and how that impacts their thoughts and behaviors regarding personal success.</p> <p><b>Progressing:</b> Student is able to share positive attitudes and</p>	<p>Personal Attitudes Perception of success Self-worth</p>



		<p>beliefs about themselves, however, they are unable to connect this to thoughts of personal success.</p> <p><b>Not yet:</b> Student is not able to share positive attitudes or beliefs about themselves nor make connections to how personal feelings impact thoughts about personal success.</p>	
<p><b>What does it look and feel like to express a range of emotions? What happens if I don't express my emotions?</b></p>	<p>6-S/E1-1 Students will learn to express emotions as it relates to the situation or environment</p>	<p><b>Proficient:</b> Student has expressed emotions in productive and healthy ways.</p> <p><b>Progressing:</b> Student seeks counseling support frequently to express their emotions.</p> <p><b>Not yet:</b> Student has struggled to express emotions in a healthy way resulting in conflict(s), outbursts, etc.</p>	<p>Emotional expression</p>
<p><b>ADDITIONAL CONSIDERATIONS</b></p>			
<p><b>COMMON MISCONCEPTIONS</b></p>		<p><b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b></p>	
<p>“I don't need to express my emotions.” Students may not have an understanding that emotions can be expressed in a variety of ways and that emotional expression is a healthy coping skill and necessary for healthy relationships.</p>		<p>Students can maintain a daily/weekly journal to log feelings they have experienced. Students can journal ways that they have fostered positive connections with others, or resolved internal negative feelings by expressing emotions in a healthy way.</p>	
<p><b>RESOURCES</b></p>			
<p><b>Naviance Curriculum</b></p>			

**Whole Group-Classroom (Grade 7)**

Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
<p><b>What are habits of mind and how can developing these habits lead to my academic success in Middle School and in the future?</b></p>	<p>7-A6-2: Students will accept mistakes as essential to the learning process.</p> <p>7-A2-1: Students will demonstrate the ability to use increased critical thinking skills to make informed decisions.</p> <p>7-A2-2: Students will use initiative and creativity to apply knowledge and skill to a variety of situations.</p> <p>7-C3-2: Students will develop a daily homework/study, extracurricular activity &amp; chore schedule, learning how to manage a schedule.</p>	<p>Self-awareness Responsibility Critical-thinking skills Perseverance Time-management</p>	<p><b><i>Pacing: 2 sessions</i></b></p> <p>Naviance lesson (7.1) - Listening to Myself</p> <p>Naviance Lesson (7.5) - Habits for Success</p> <p>PowerSchool Connection Lesson</p>	<p>Student-developed schedule.</p> <p>Exit Ticket: Google form</p>
<p><b>What are healthy decision-making or problem-solving skills and how can I use these skills in Middle School and in the future?</b></p>	<p>7-A1-4: Students will demonstrate an understanding of when you would need academic support and who you would go to for help.</p> <p>7-A4-4: Students will demonstrate increased levels of adaptability and persistence when faced with challenges.</p> <p>7-A3-2: Students will develop and attempt solutions to resolving complex problems or situations.</p>	<p>Adaptability Persistence Complex problems Resolution</p>	<p><b><i>Pacing: 2 Sessions</i></b></p> <p>Naviance lesson (7.6) What are the rules</p> <p>Naviance lesson (7.3) Overcoming Obstacles</p> <p>School-wide SEL lessons</p>	<p>Google survey/Exit ticket</p>
<p><b>What is personal self-care, personal well-being, and</b></p>	<p>7-S/E4-4: Students will evaluate stress level and ability to utilize healthy</p>	<p>Stress Coping skills</p>	<p><b><i>Pacing: 3 Sessions</i></b></p>	<p>Exit Ticket: What coping strategy will you try?</p>

<p><b>personal safety? How can I practice these skills in Middle School during stressful moments?</b></p>	<p> coping skills.  7-S/E5-1: Students will demonstrate ways to resist peer pressure to use drugs/alcohol or make other risky behaviors or destructive decisions.</p>	<p>Peer pressure Risky behaviors Destructive decision making</p>	<p>Naviance Lessons (7.1) Listening to myself  School-wide Erin’s Law Lesson  Drug-alcohol lesson</p>	<p>Personal safety plan</p>
<p><b>What are safe ways that I can use technology tools and resources for academic work and research?</b></p>	<p>7-S/E6-1: Students will use online tools and technology responsibly and in healthy social ways to enhance learning and social interaction.</p>	<p>Online identity and responsibility Digital footprint</p>	<p><b><i>Pacing: 1 Session</i></b>  AVID online strategies lesson</p>	<p>Google form/Exit ticket</p>
<p><b>What activities and skills are involved in planning for my academic, personal, and career future?</b></p>	<p>7-C2-3: Students will assess academic strengths and weaknesses, interests, and aptitudes.  7-C1-2: Students will identify personal abilities, skills, and interests and how they relate to their chosen career.  7-A1-7: Students will continue to build upon their SSP, planning a course of study that aligns to their personal interests and abilities.  7-C4-3: Students will understand the relationship between community service/extracurricular activities and career goals.  7-C5-2: Students will identify career clusters that they would want to pursue as part of their career plan.</p>	<p>Aptitudes Community service Extracurricular activities Career clusters</p>	<p><b><i>Pacing: 2 Session</i></b>  Naviance lesson (7.10) Career Scavenger Hunt  Naviance lesson (7.12) My Future Plans  Encore course selection</p>	<p>Create an individual Electronic Vision Board Including at least one activity they hope to be involved in  Update SSP (7th grade)</p>
<p><b>What is cultural awareness and how can I collaborate with others to ensure that I</b></p>	<p>7-A1-6: Students will demonstrate the ability to work cooperatively in a group using skills previously learned.</p>	<p>Cooperative learning Leadership Diversity awareness</p>	<p><b><i>Pacing: 2 Sessions</i></b>  Naviance Lesson 7.2 -</p>	<p>Naviance 7.16: What Have You Learned? (Post-Assessment)</p>

<p><b>am being inclusive?</b></p>	<p>7-S/E1-4: Students will learn about positive leadership styles.</p> <p>7-S/E2-2: Students will recognize individual differences in ethnicity, culture. Race, religion, and lifestyle.</p>		<p>What makes me unique?</p> <p>Naviance Lesson 7.7 - Teamwork</p> <p>School-wide SEL lesson</p>	
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**ADDITIONAL CONSIDERATIONS**

<b>COMMON MISCONCEPTIONS</b>	<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>
<p>“Students who make repeated mistakes are students who fail or who are often in trouble.” Students may not understand that mistakes lead to new learning and that all individuals make mistakes that lead to self-exploration, self-challenge, change, and growth.</p> <p>“Adults don’t understand the stress and peer pressure that we deal with.” Students may not be aware of the adults in their lives that are familiar with teen issues or who can be a support system to them in times of stress.</p> <p>“Students don’t talk about race and culture at school.” Students may not be aware of the ways that they can acknowledge and embrace their own race and culture or the race and culture of others within the school setting.</p>	<p>Students could choose a situation that they experienced where a mistake was made and think about/journal about/observe after reflecting on a potential area of self-growth or learning that developed from the situation.</p> <p>Students could identify a list of resources within the school and the community that could support them with issues related to stress, anxiety, and peer-related issues.</p> <p>Students could work with teachers to highlight all cultures throughout the school year through a club or classwork and develop projects to share characteristics about student and teacher differences based upon various cultures.</p>

**RESOURCES**

**Naviance Curriculum**

**Individually (Targeted Standards)**

Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
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ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
RESOURCES	

Whole Group-Classroom (Grade 8)				
Essential Question	Standards	Concepts/Vocabulary	Activities/Tasks	Outcomes/Evidence of Learning
<b>What are habits of mind and how can developing these habits lead to my academic success in Middle School and in the future?</b>	<p>8-A3-1: Students will learn to predict outcomes based upon observations, patterns, or information provided that supports a prediction.</p> <p>8-A3-4: Students will make inferences from information provided to develop a solution to a given problem or project.</p> <p>8-C3-3: Students will learn how to create a S.M.A.R.T goal for academic and career success.</p> <p>8-C3-4: Students will examine the importance of lifelong learning and acquiring new skills.</p>	<p>Predicting outcomes</p> <p>Observing patterns</p> <p>Predictions</p> <p>Developing solutions</p> <p>SMART Goals (Review)</p> <p>Life-long learning</p>	<p><b><i>Pacing: 3 Sessions</i></b></p> <p>Naviance Lesson (8.8) - Decision Making</p> <p>Naviance Lesson (8.1) - Success, Risk, and Failure</p> <p>Naviance Lesson (8.5)-What's your Road</p> <p>PowerSchool Connections Lesson</p>	<p>Updated SSP (Grade 8)</p> <p>Exit Ticket/Google Survey</p>
<b>What are healthy decision-making or problem-solving skills and</b>	<p>8-S/E3-2: Students will develop an increased capacity to generate multiple alternatives before making</p>	<p>Decision making</p> <p>Alternative options</p> <p>Evaluating options</p>	<p><b><i>Pacing: Two Sessions</i></b></p> <p>Naviance lesson (8.8)</p>	<p>Google survey/Exit ticket</p>

<p><b>how can I use these skills in Middle School and in the future?</b></p>	<p>decisions.</p> <p>8-S/E3-3: Students will use sources of information for decision-making in the school and the community.</p> <p>8-S/E3-4: Students will demonstrate the ability to evaluate options, make a choice, and develop a plan when faced with a problem.</p>	<p>Developing plans</p>	<p>-Decision Making</p> <p>School-wide SEL lesson</p>	
<p><b>What is personal self-care, personal well-being, and personal safety? How can I practice these skills in Middle School during stressful moments?</b></p>	<p>8-S/E4-5: Students will identify signs of depression and/or suicide in self and others and who to go to for help.</p> <p>8-S/E-5-2: Students will learn and describe the types of harassment, the consequences of harassment, and how to report incidents.</p>	<p>Self-care Self-harm Depression Harassment</p>	<p><b><i>Pacing: 2 Session</i></b></p> <p>Naviance Lesson (8.7)- My Personal School Support Network.</p> <p>Erin’s Law Lesson</p>	<p>Exit ticket/Google survey</p>
<p><b>What are safe ways that I can use some technology tools and resources for academic work and research?</b></p>	<p>8-A4-3: Students will use technology to provide peer feedback on other’s work in a way that is constructive and supports learning.</p>	<p>Peer feedback</p>	<p><b><i>Pacing: 1 Session</i></b></p> <p>Lesson on offering peer feedback using digital tools.</p>	<p>Google Form/Exit ticket</p>
<p><b>What activities and skills are involved in planning for my academic, personal, and career future?</b></p>	<p>8-C1-3: Students will identify personal values that are important to a career choice.</p> <p>8-C2-2: Students will describe the relationship between career interests, high school courses, and post-secondary options.</p> <p>8-A2-4: Students will research high school level plans of study.</p>	<p>Future goals High School options and exploration Career inventories and exploration</p>	<p><b><i>Pacing: 3 Sessions, Individual meetings, and meeting with Alt. HS</i></b></p> <p>Naviance Lesson (8.4)- Connecting Interests and Careers</p> <p>Naviance Lesson (8.6)-My Career Path</p> <p>Naviance Lesson</p>	<p>Exit ticket/Google survey</p> <p>Completion of application to alternative HS</p> <p>Updated SSP (Grade 8)</p> <p>Naviance Post Assessment (8.16)-What Have You Learned?</p>

	<p>8-C2-1: Students will research post-secondary education requirements for their chosen career as well as learn skills needed in order to plan for post-secondary options.</p> <p>8-C4-1: Students will participate in a financial literacy cost of living lesson.</p> <p>8-C5-3: Students will understand the transition to high school and participate in transition activities.</p>		<p>(8.11)- Financial Aid options</p> <p>High School course selection</p> <p>Alternative high school presentations</p> <p>HS Course selection</p>	
<p><b>What is cultural awareness and how can I collaborate with others to ensure that I am being inclusive?</b></p>	<p>8-A5-3: Students will demonstrate an understanding of group dynamics and the various roles that exist in groups while ensuring that each participant has a voice and role.</p> <p>8-S/E2-3: Students will identify and understand their own cultural vantage point.</p>	<p>Cultural vantage point</p> <p>Group dynamics</p>	<p><i><b>Pacing: 1 Session</b></i></p> <p>Diversity awareness lesson</p>	<p>Exit ticket/Google survey</p>
<b>ADDITIONAL CONSIDERATIONS</b>				
<b>COMMON MISCONCEPTIONS</b>		<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>		
<p>“I can’t talk about my depression and anxiety at school. I can only talk about academics.” Students may not be aware of the resources available to them to address mental health issues.</p> <p>“If I report an incident of harassment, everyone will know. I will be known as a snitch and nothing will be done.” Students may not be aware of the procedures that exist when processing harassment incidents and confidentiality obligations.</p>		<p>Students could review the various resources available to them from the beginning of the school year presentation regarding mental health and seek support when needed for concerns other than academics.</p> <p>Students will courageously report incidents to trusted adults and be reminded that their reports are confidential and schools will investigate and act upon all reports.</p>		
<b>RESOURCES</b>				
<b>Naviance Curriculum</b>				

<b>Individually (Targeted Standards)</b>			
Essential Question	Standards	Outcomes/Evidence of Learning	Concepts/Vocabulary
<b>ADDITIONAL CONSIDERATIONS</b>			
<b>COMMON MISCONCEPTIONS</b>		<b>OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT</b>	
<b>RESOURCES</b>			