BROOKFIELD PUBLIC SCHOOLS

COMPREHENSIVE SCHOOL COUNSELING CURRICULUM FRAMEWORK

November 2009

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COMPREHENSIVE SCHOOL COUNSELING PROGRAM PHILOSOPHY

The Brookfield Public Schools' comprehensive school counseling program is student-centered and sequential, addressing the three primary domains as defined by the Connecticut Comprehensive School Counseling model. These domains include academic, career, and personal/social development and are consistent with the students' developmental stages of learning. The developmental approach is founded on the belief that individuals experience general stages of academic, career, and personal/social growth and that school counseling programs must be structured to anticipate and fulfill those needs. The Brookfield Public Schools' comprehensive school counseling program seeks to meet the developmental needs of individual students and their families in a manner that is proactive, preventative, and responsive.

According to Connecticut's Comprehensive School Counseling Guide (2008), the focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals and developing a plan to achieve them, and relating school to life experiences. The career content area focuses on developing career awareness and employment readiness, acquiring knowledge to identify career goals, and on acquiring and applying information and skills to achieve career goals. The personal/social area addresses the issues of acquiring self-knowledge, interpersonal and personal safety skills, and the application of self-knowledge to career and educational planning, and life roles and events.

The Brookfield Public Schools' comprehensive school counseling program complements the instructional program through the implementation of the school counseling curriculum, individual student planning, responsive services, and collaboration within and outside the school community. It is an integral component of the total educational experience which functions collaboratively with teachers, administrators, parents, and community members to deliver the developmental content and support students in the acquisition and implementation of 21st Century Skills program goals.

SCHOOL COUNSELING PROGRAM GOALS

Academic Development goals enable students to:

- acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life-span
- complete school with the academic preparation essential to choose from a wide range of substantial post secondary options including college
- understand the relationship of academics to the world of work and to life at home and in the community

Career Development goals enable students to:

- acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
- employ strategies to achieve future career success and satisfaction
- understand the relationship between personal qualities, education and training and the world of work

Personal/Social Development goals enable students to:

- acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others
- make decisions, set goals and take necessary action to achieve goals
- understand safety and survival skills.

As cited in Connecticut Comprehensive School Counseling Guide (2008)

COMPREHENSIVE SCHOOL COUNSELING PROGRAM
HALLMARKS OF EXCELLENT PRACTICES

The following skills and competencies are intended as a guide to the set of skills, attitudes and knowledge that should be demonstrated by school counselors through the implementation of the four program components: *the school counseling curriculum, individual student planning, responsive services, and collaboration within and outside the school community.*

CURRICULUM

- Demonstrates ability to design and implement a planned, sequential, and developmentally appropriate school counseling curriculum
- Demonstrates ability to systematically deliver the school counseling curriculum.
- Evaluates the impact of instruction and modifies teaching methods based on feedback
- Promotes understanding and appreciation for diversity

INDIVIDUAL PLANNING

- Demonstrates the ability to assist students in establishing personal goals and future plans
- Articulates a method of systematic delivery of individual planning to students appropriate to their age and grade level
- Demonstrates ability to interpret tests, student data and other appraisal results
- Demonstrates knowledge of a variety of appraisal instruments and techniques to enhance student decision -making and planning

RESPONSIVE SERVICES

- Demonstrates knowledge of theory, practice and skills for individual and group counseling
- Articulates theoretical basis for counseling practice
- Demonstrates techniques and interventions for use within academic, career, personal/social domains
- Demonstrates knowledge of the referral process
- Assesses effectiveness of one's counseling interventions and modifies accordingly
- Demonstrates knowledge of ethical code of the professional counseling associations (ASCA/ACA)

SYSTEMS SUPPORT

- Demonstrates knowledge of school /community resources
- Collaborates with staff and community

- Initiates and maintains productive working relationships with students, staff, parents and community agencies
- Manages time, space, materials of the counseling program
- Demonstrates knowledge of research and program evaluation methods
- Facilitates use of technology
- Demonstrates knowledge of school -based consultation
- Demonstrates knowledge of state/national program standards and laws related to the school counselor role

COMPREHENSIVE SCHOOL COUNSELING PROGRAM
ESSENTIAL UNDERSTANDINGS

ACADEMIC CONTENT STANDARDS (A)

Demonstrate what is needed to be successful in school.

Demonstrate understanding of the academic preparation needed to choose from a wide range of postsecondary choices.

Demonstrate an understanding of the influence of academics to life roles.

CAREER CONTENT STANDARDS (C)

Demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work.

Demonstrate strategies to achieve future career success and satisfaction.

Demonstrate knowledge of the factors involved in making career decisions.

PERSONAL/SOCIAL CONTENT STANDARDS (P/S)

Analyze the attitudes and beliefs that influence behavior.

Demonstrate the ability to apply decision-making skills to goal setting and attainment.

Use knowledge of survival and safety skills to ensure personal and physical well-being.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM
ESSENTIAL QUESTIONS

Content Standard 1: Skills for Learning (A)
Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?

Content Standard 2: School Success (A)
Essential Question: What rigorous academic preparation is required to allow students to choose from a wide range of substantial postsecondary options, including college?

Content Standard 3: Academics to Life Success (A)
Essential Question: What is the relationship between student engagement in academics to the world of work and to life at home and in the community?

Content Standard 4: Investigate Careers (C)
Essential Question: What skills are needed to investigate the world of work?

Content Standard 5: Career Success (C)
Essential Question: What skills are needed to achieve future career success and satisfaction?

Content Standard 6: Relationship between School and Work (C)
Essential Question: What is the relationship between personal qualities, education and training and the world of work?

Content Standard 7: Respect Self and Others (P/S)
Essential Question: What is needed to understand and respect self and others?

Content Standard 8: Goal Setting and Attainment (P/S)
Essential Question: What are the necessary steps for decision making and goal attainment?

Content Standard 9: Survival and Safety Skills (P/S)
Essential Question: What are safety and survival skills for students?

COMPREHENSIVE SCHOOL COUNSELING PROGRAM CONTENT STANDARDS

ACADEMIC CONTENT STANDARDS (A)

Demonstrate what is needed to be successful in school.
This standard is designed to provide a foundation of knowledge of what is needed for academic success. Understanding the expectations of the school and developing the skills needed to be academically successful are the key ingredients addressed by this standard.

Demonstrate understanding of the academic preparation needed to choose from a wide range of postsecondary choices.
This standard addresses the importance of academic preparation from elementary to high school on the postsecondary decision-making process. It ensures that learners will have multiple options to choose from for their future educational and career goals.

Demonstrate an understanding of the influence of academics to life roles.
This standard involves the ability of learners
to understand the relationship of academic achievement to success in the workplace, the community and in their personal and social lives.

CAREER CONTENT STANDARDS (C)

Demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work.
The intent of this standard is to prepare the learner to make informed career choices.

Demonstrate strategies to achieve future career success and satisfaction.
The intent of this standard is to provide the foundation for acquisition of skills, attitudes and knowledge that enables the learner to make a successful transition from school to the world of work and from job to job across the life span.

Demonstrate knowledge of the factors involved in making career decisions.
This standard involves the ability of the learner to apply knowledge and skills to career selection.

PERSONAL/SOCIAL CONTENT STANDARDS (P/S)

Analyze the attitudes and beliefs that influence behavior.
The intent of this standard is to develop an awareness of the factors that influence attitudes and behaviors in developing interpersonal skills.

Demonstrate the ability to apply decision-making skills to goal setting and attainment.
This standard involves the ability of learners to use the process of decision making to identify and implement goals that sustain positive attitudes and behaviors during their schooling and throughout their lifetime.

Use knowledge of survival and safety skills to ensure personal and physical well-being.
This standard is designed to ensure that learners successfully and safely negotiate their way through school and into an increasingly complex and diverse world.

School Counseling Curriculum

Academic Content Standard 1: Skills for Learning

Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?

Curricular Outcome: Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
A1.K-2.1 State reasons for listening.	A1.3-4.1 Describe the rights and responsibilities of self and others.	A1.5-6.1 Demonstrate competence and confidence as a learner.	A1.7-8.1 Implement effective organizational study and test-taking skills.	A1.9-10.1 Demonstrate organizational and study skills needed for high school success.	A1.11-12.1 Demonstrate responsibility for academic achievement.
A1.K-2.2 State the importance of learning.	A1.3-4.2 Explore the impact of a positive attitude on school success.	A1.5-6.2 Describe the importance of taking responsibility for a decision	A1.7-8.2 Use time management skills in addressing school responsibilities	A1.9-10.2 Investigate resources to help improve academic performance.	A1.11-12.2 Apply test-taking strategies for standardized tests.
A1.K-2.3 Practice effective speaking, listening and inquiry skills.	A1.3-4.3 Demonstrate the impact that study skills have on school achievement.	A1.5-6.3 Develop a broad range of interests and abilities.	A1. 7-8.3 Demonstrate how effort and persistence positively affect learning.	A1.9-10.3 Identify attitudes and behaviors that contribute to successful academic performance.	A1.11-12.3 Take responsibility for their actions.
Al.K-2.4 Demonstrate awareness of the relationship between learning and effort.	A1.3-4.4 Recognize their personal style of learning.	A1.5-6.4 Use communications skills to know when and how to ask for help when needed.	A1. 7-8.4 Demonstrate the ability to work cooperatively in a group.	A1.9-10.4 Analyze their academic strengths and weaknesses.	A1.11-12.4 Take pride in work and in achievement.
A1.K-2.5 Work independently and with others.	A1.3-4.5 Seek information and support from faculty, family and peers.	A1.5-6.5 Identify situations when they need to ask for the help of an adult.	A1.7-8.5 List behaviors that lead to successful learning in school.	A1.9-10.5 Set academic, career and personal goals and develop a four-year plan.	A1.11-12.5 Use communications skills to know when and how to ask for help when needed.
A1. K-2.6 Work with and without supervision.	A1.3-4.6 Identify attitudes and behaviors that lead to successful learning.	A1.5-6.6 Demonstrate effective listening skills in the learning environment.	A1.7-8.6 Demonstrate understanding of their strengths and weaknesses in planning a high school plan of study.	A1.9-10.6 List reasons for having and meeting deadlines.	A1.11-12.6 Meet graduation requirements.
A1.K-2.7 Review and expand upon skills needed to learn in school.	A1.3-4.7 Take pride in work and in achievement.	A1.5-6.7 Demonstrate the skills for becoming capable individuals.		A1.9-10.7 Apply techniques for reducing test anxiety.	A1.11-12.7 Apply strategies to fulfill education and career goals outlined in their individual learning plan.
A1.K-2.8 Demonstrate the relationship between effort and learning.					A1.11-12.8 Identify attitudes and beliefs that lead to successful learning and living.

School Counseling Curriculum

Academic Content Standard 2: School Success

Essential Question: What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college?

Curricular Outcome: Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to, self-understanding and development, educational planning and choices and consequences.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
A2.K-2.1 State reasons why self-control is important to school success.	A2.3-4.1 Learn the importance of decision making.	A2.4.5-6.1 Develop a plan for completing homework assignments.	A2.4.7-8.1 Describe personal attitudes and beliefs.	A2.9-10.1 Describe differences in middle and high school expectations and environments.	A2.11-12.1 Implement strategies to achieve postsecondary goals.
A2.K-2.2 Describe how learning encourages independence.	A2.3-4.2 Recognize the consequences of decisions.	A2.5-6.2 Analyze the relationship between academic performance to future educational choices.	A2.7-8.2 Identify ways decisions about education and work relate to other major life decisions.	A2.9-10.2 Apply study skills necessary for academic success.	A2.11-12.2 Explore the many options to pursue following graduation.
A2.K-2.3 Demonstrate a sense of belonging.	A2.3-4.3 Demonstrate basic goal setting techniques.	A2.5-6.3 Understand that decision making involves risks, benefits and consequences.	A2.7-8.3 Describe how stereotypes and discrimination behaviors may limit opportunities in certain occupations.	A2.9-10.3 Seek help from faculty and family that positively influences academic achievement.	A2.11-12.3 Identify and access resources to pursue postsecondary goals.
A2.K-2.4 Practice self-control and individual responsibility.	A2.3-4.4 Discuss choices and consequences.	A2.5-6.4 Examine the impact of pressure and stress on problem solving.	A2.7-8.4 Apply critical thinking and decision making skills in academic situations.	A2.9-10.4 Understand the concept of locus of control.	A2.11-12.4 Use problem solving skills to assess progress toward educational goals.
A2.K-2.5 Apply classroom and school rules.	A2.3-4.5 Develop and implement a strategy for improving academic skills.	A2.5-6.5 Describe their interests, aptitudes and abilities.	A2.7-8.5 Explore short- and long-term goal setting and attainment plan.	A2.9-10.5 Use assessment results in educational planning.	A2.11-12.5 Demonstrate an understanding of what influences the decision-making process.
A2.K.2.6 Follow instructions and complete assignments.	A2.3-4.6 Describe how they use time and ways they could use time more constructively.	A2.5-6.6 Explore education and work options in relationship to interests and values.	A2.7-8.6 Demonstrate independence in managing school responsibilities.	A2.9-10.6 Develop a program of studies that maximizes academic achievement and ability.	A2.11-12.6 Demonstrate the motivation to achieve individual potential.
A2.K-2.7 Assert boundaries, rights and privacy.	A2.3-4.7 Analyze the importance of following directions.	A2.5-6.7 Discuss strategies for meeting the challenges of the middle school environment.	A2.7-8.7 Select high school courses that reflect abilities, goals and graduation requirements.	A2.9-10.7 Identify postsecondary options consistent with goals, abilities and achievements.	A2.11-12.7 Meet graduation requirements.
A2.K-2.8 Understand the importance of classroom success to future success.	A2.3-4.8 Apply knowledge of interests and abilities to goal setting.				A2.11-12.8 Become self-directed, independent learners.

School Counseling Curriculum

Academic Content Standard 3: Academics to Life Success

Essential Question: What is the relationship of academics to the world of work and to life at home and in the community?

Curricular Outcome: Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
A3.K-2.1 Define manners and the role they play in getting a-long with others.	A3.3-4.1 Understand the relationship between learning and work.	A3.5-6.1 Discuss how inappropriate choices can compromise community living.	A3.7-8.1 Elect to participate in school and community activities that match goals and future interests.	A3.9-10.1 Demonstrate a healthy way to balance academic assignments, extracurricular activities and family life.	A3.11-12.1 Understand how school success and academic achievement enhance future career and vocational opportunities.
A3.K-2.2 Learn appropriate behavior in the classroom.	A3.3-4.2 Analyze what it means to belong to the school and to the larger community.	A3.5-6.2 Explore the relationship between educational goals in elementary school and career planning.	A3.7-8.2 Describe the benefits of completing high school and education beyond graduation.	A3.9-10.2 Seek and undertake experiences within school and community that enhance coursework and support personal goals.	A3.11-12.2 Understand that school success is the preparation to make the transition from student to community member.
A3.K-2.3 Describe how reading, writing and math are fundamental to life.	A3.3-4.3 Make connections between school and the work world.	A3.5-6.3 Explore interests as they relate to school subjects.	A3.7-8.3 Relate personal attributes to realistic educational goals	A3.9-10.3 Understand the correlation between school success and the positive transition to community, postsecondary education and career path.	A3.11-12.3 Demonstrate an understanding of the value of lifelong learning.
A3.K-2.4 Demonstrate cooperation by taking turns in the classroom.	A3.3-4.4 Describe how work is fundamental to life.	A3.5-6.4 Identify skills used in school to skills required for jobs in the community.	A3.7-8.4 Explain the relationship between learning in school and future goals.	A3.9-10.4 Identify personal responsibilities for planning future goals.	A3.11-12.4 Be aware of the characteristics of a college environment especially as it differs from high school.
A3.K-2.5 Explore what it means to belong to a school community.	A3.3-4.5 Discuss responsibilities of students and those of citizens.	A3.5-6.5 Describe skills needed in a variety of jobs.	A3.7-8.5 Understand how work relates to the needs of the individual and society.	A3.9-10.5 Demonstrate personal responsibility for researching postsecondary schools and careers.	A3.11-12.5 Understand the similarities and differences of school environment and the world of work.
A3.K-2.6 Determine a goal to fulfill in school and home.	A3.3-4.6 Describe the consequences of inappropriate choices.	A3.5-6.6 Discuss reasons why employers reject job applicants.	A3.7-8.6 Identify community workers and their roles.		
A3.K-2.7 Apply three things learned in school to home.	A3.3-4.7 Seek co-curricular and community experiences to enhance the school experience.	A3.5-6.7 Demonstrate cooperation.	A3.7-8.7 Determine the benefits of volunteering inside and outside the school.		
A3.K-2.8 Describe students' rights and responsibilities.		A3.5-6.8 Describe the skills and responsibilities of good citizenship.			
A3.K-2.9 Brainstorm contributions of workers to the community.					

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Career Content Standard 4: Investigate Careers

Essential Question: What skills are needed to investigate the world of work?

Curricular Outcome: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
C4.K-2.1 Identify personal likes and dislikes.	C4.3-4.1 Recognize that people differ in likes, interests and talents.	C4.5-6.1 Explore the concept of career clusters and learn about jobs in those clusters.	C4.7-8.1 Take a career interest inventory.	C4.9-10.1 Develop skills to locate, evaluate, and interpret career information.	C4.11-12.1 Assess strengths and weaknesses based on high school performance.
C4.K-2.2 Define work and recognize that all people work.	C4.3-4.2 Demonstrate an awareness of the dignity in all forms of work.	C4.5-6.2 Assess academic strengths and weaknesses, interests and aptitudes.	C4.7-8.2 Demonstrate knowledge of how careers/jobs are classified.	C4.9-10.2 Apply decision-making skills to goal setting.	C4.11-12.2 Review four-year plan of goals and strategies.
C4.K-2.3 Demonstrate awareness of jobs found in school and in the home.	C4.3-4.3 Describe how the role of the student is like that of an adult worker.	C4.5-6.3 Study three jobs within a career cluster to determine needed skills, aptitudes and education background.	C4.7-8.3 Research a number of career options based on a career interest survey.	C4.9-10.3 Learn the importance of early academic planning to prepare for further education and career goals.	C4.11-12.3 Acquire employability skills such as working on a team, problem solving and organizational skills.
C4.K-2.4 Recognize that all careers are acceptable to any gender.	C4.3-4.4 Identify the job of a student.	C4.5-6.4 List three jobs they would be interested in doing as an adult and indicate why.	C4.7-8.4 Investigate the implications of sex role stereotyping in career planning.	C4.9-10.4 Develop a plan of goals and strategies to implement them.	C4.11-12.4 Apply job readiness skills to seeking employment opportunities.
C4.K-2.5 Describe why work is important.	C4.3-4.5 Explain what a career cluster is about.	C4.5-6.5 Describe skills for specific occupational groups.	C4.7-8.5 Investigate a career option by interviewing a worker in the selected career field.	C4.9-10.5 Demonstrate knowledge of career resources in the school and community.	C4.11-12.5 Demonstrate knowledge of the changing workplace.
C4.K-2.6 List reasons why people work.	C4.3-4.6 Identify personal career choices within a career cluster.	C4.5-6.6 Research one career of choice.	C4.7-8.6 Study postsecondary education requirements of a selected number of career fields.	C4.9-10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices.	C4.11-12.6 Learn how to write a resume.
C4.K-2.7 Identify the work of a student.	C4.3-4.7 Demonstrate the relationship of interests and personal qualities and job satisfaction.	C4.5-6.7 Learn about traditional and nontraditional careers.	C4.7-8.7 Describe the relationship between career interests, high school course selection and postsecondary education options.	C4.9-10.7 Pursue hobbies and extracurricular interest.	C4.11-12.7 Develop a positive attitude toward work and learning.
C4.K-2.8 Identify the skills and personal characteristics needed to be a successful student.	C4.3-4.8 Explore skills, talents and education needed for jobs/careers.	C4.5-6.8 Be aware of personal abilities, skills, interests and motivations.		C4.9-10.8 Complete an interest inventory and analyze results.	C4.11-12.8 Use time and task management skills.
C4.K-2.9 Analyze the relationship between school and work.					

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Career Content Standard 5: Career Success

Essential Question: What skills are needed to achieve future career success and satisfaction?

Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of an interest-driven success plan.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
C5.K-2.1 Describe the work of family members.	C5.3-4.1 Explain how work helps students to achieve personal success.	C5.5-6.1 Demonstrate awareness of the education and training needed to achieve career goals.	C5.7-8.1 Explore high school opportunities for future career preparation.	C5.9-10-1 Develop a four-year education/ career planning portfolio.	C5.11-12.1 Review and modify the planning portfolio.
C5.K-2.2 Understand the role of student as an important job.	C5.3-4.2 List three skills they have developed.	C5.5-6.2 Develop an awareness of career opportunities.	C5.7-8.2 Demonstrate knowledge of academic and vocational programs offered in the high school.	C5.9-10.2 Recognize the usefulness of standardized testing and other assessments in personal planning.	C5.11-12.2 Assess and modify academic programming in order to support career plans.
C5.K-2.3 Identify workers in school and in various settings outside school.	C5.3-4.3 Relate hobbies and interests to career interests.	C5.5-6.3 Examine the value of rules in school and in the workplace.	C5.7-8.3 Demonstrate knowledge of resources for investigating career interests.	C5.9-10.3 Review and modify the planning portfolio to reflect changing interests and goals.	C5.11-12.3 Reevaluate personal skills, interests, abilities and achievement
C5.K-2.4 Discuss responsibilities they have at school and in the home.	C5.3-4.4 Project self into a future career.	C5.5-6.4 State five personal and academic goals they would like to achieve within five years.	C5.7-8.4 Identify personal skills, interests and abilities and relate them to current career choices.	C5.9-10.4 Assess and modify academic programming in order to support career goals.	C5.11-12.4 Identify advantages and disadvantages of various post-secondary programs for attainment of career goals.
C5.K-2.5 Describe their hobbies and leisure activities.	C5.3-4.5 Assess academic and personal strengths and weaknesses.	C5.5-6.5 Understand that work is an important and satisfying means of personal expression.	C5.7-8.5 Choose secondary courses that support their interests, abilities and future goals for education, training or work.	C5.9-10.5 Pursue experiences with in the school to help the career decision-making process.	C5.11-12.5 Identify requirements for postsecondary programs.
C5.K-2.6 List skills they have developed.	C5.3-4.6 Relate hobbies and interests to career interests.	C5.5-6.6 Identify personal preferences and interests that influence career choices and success.	C5.7-8.6 Demonstrate awareness of the education and training needed to achieve career goals.	C5.9-10.6 Identify possible outcomes of education and career choices.	C5.11-12.6 Demonstrate skills to locate interpret and use information about job opportunities.
C5.K-2.7 Define the terms work/career.	C5.3-4.7 Understand the importance of responsibility and good work habits.	C5.5-6.7 Understand the importance of lifelong learning and acquiring new skills.		C5.9-10.7 Describe how the expectations of others affect career planning.	C5.11-12.7 Complete required steps toward transition from high school to entry into postsecondary education, training programs or work.
C5.K-2.8 List three reasons why someone chooses a particular job.	C5.3-4.8 Relate how good work habits prepare one for the workplace.				
C5.K-2.9 Define the meaning of future.	C5.3-4.9 Understand the importance of academic achievement to future career preparation.				
C5.K-2.10 Identify three factors important in career choice.					

School Counseling Curriculum

Career Content Standard 6: Relationship between School and Work

Essential Question: What is the relationship between personal qualities, education and training and the world of work?

Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
C6.K-2.1 List personal likes and dislikes related to a given set of tasks.	C6.3-4.1 Discuss the importance of cooperative team work.	C6.5-6.1 Classify individual interests and abilities as they relate to career goals.	C6.7-8.1 Describe how continued learning enhances the ability to achieve goals.	C6.9-10.1 Enroll in subjects that support career aspirations.	C6.11-12.1 Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview.
C6.K-2.2 Discuss why they like or dislike performing certain tasks.	C6.3-4.2 Describe what it means to prepare for their future career.	C6.5-6.2 Demonstrate how gaining more information about careers increases options.	C 6.7-8.2 Describe how interests and skills relate to the selection of high school courses.	C6.9-10.2 Describe personal strengths and weaknesses in relationship to postsecondary education and training requirements.	C6.11-12.2 Complete a personal data inventory to develop and/or modify a resume.
C6.K-2.3 Identify personal qualities, strengths and weaknesses.	C6.3-4.3 Discuss how student responsibilities prepare them for responsibilities in the workplace.	C6.5-6.3 Identify personal preferences and interests which influence career choices and success.	C6.7-8.3 Match personal interests and abilities to career pathways.	C6.9-10.3 Investigate educational and vocational options in relationship to interests, abilities, achievement and future goals.	C6.11-12.3 Demonstrate the ability to convey positive qualities and assets during interviews.
C6.K-2.4 Describe how they see themselves.	C6.3-4.4 Explore the amount of education needed for a select group of careers/jobs.	C5.5-6.4 Classify interests and abilities as they relate to career goals.	C6.7-8.4 Demonstrate an understanding of the importance of personal skills and attitudes to job success.	C6.9-10.4 Demonstrate skills and attitudes essential for a job interview.	C6.11-12.4 List postsecondary school choices and majors.
C6.K-2.5 Describe how they are seen by others.	C6.3-4.5 Discuss why the amount of education needed for different careers/jobs varies.	C5.5-6.5 Identify personal values important to career choice.	C6.7-8.5 Identify career information resources.	C6.9-10.5 Demonstrate skills to complete a job application.	C6.11-12.5 Become familiar with college financial aid programs.
C6.K-2.6 Categorize selected job groups into data, people and things.	C6.3-4.6 Describe personal qualities necessary for getting and keeping a job.	C6.5-6.6 Gain knowledge of the world of work through career resource information.	C6.7-8.6 Demonstrate skills in using school and community resources and the Internet to learn about careers.	C6.9-10.6 Identify the requirements for postsecondary education programs of interest.	C6.11-12.6 Understand how to apply for college financial aid.
C6.K-2.7 Discuss "wants" versus "needs" as related to work and income.	C6.3-4.7 Discuss what makes for job success.	C6.5-6.7 Demonstrate knowledge of interests, skills and aptitudes.	C6.7-8.7 Gain knowledge of skills, personal qualities and education to achieve goals.		C6.11-12.7 Apply academic skills in work-based learning situations, such as internships, shadowing, etc.
C6.K-2.8 Define personality and its influence in work/career choice.					

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Personal/Social Content Standard 7: Respect Self and Others

Essential Question: What is needed to understand self and respect self and others?

Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S7.K-2.1 Identify and express feelings.	P/S7.3-4.1 Demonstrate skills for getting along with others.	P/S7.5-6.1 Learn what actions and words communicate about them.	P/S7.7-8.1 Summarize the factors influencing positive friendships.	P/S7.9-10.1 Recognize the impact of change and transition on their personal development.	P/S7.11-12.1 Recognize that everyone has rights and responsibilities.
P/S7.K-2.2 Share feelings and listen to others.	P/S7.3-4.2 Distinguish between appropriate and inappropriate behaviors.	P/S7.5-6.2 Summarize positive ways to respond to negative comments.	P/S7.7-8.2 Demonstrate an awareness of the negative aspects of cliques.	P/S7.9-10.2 Analyze the impact of individual similarities and differences on interpersonal relationships.	P/S7.11-12.2 Demonstrate a positive attitude toward self as a unique and worthy person.
P/S7.K-2.3 Identify and illustrate positive characteristics of themselves.	P/S7.3-4.3 Demonstrate cooperative behavior in a group.	P/S7.5-6.3 Express feelings in a socially acceptable manner.	P/S7.7-8.3 Demonstrate skills for effectively interacting with others.	P/S7.9-10.3 Understand the impact of cooperative effort.	P/S7.11-12.3 Demonstrate respect for alternative points of view.
P/S7.K-2.4 Identify skills used for positive interpersonal relations.	P/S7.3-4.4 Understand the need for self control and how to practice it.	P/S7.5-6.4 Demonstrate effective listening skills.	P/S7.7-8.4 Personal attitudes and beliefs that influence behavior.	P/S7.9-10.4 Demonstrate respect for cultural traditions and heritage.	P/S7.11-12.4 Recognize, accept and appreciate individual differences.
P/S7.K-2.5 Acknowledge needs of others and behave accordingly.	P/S7.3-4.5 Demonstrate an understanding of the impact that actions and words have on others.	P/S7.5-6.5 Illustrate three forms of nonverbal communication.	P/S7.7-8.5 Investigate ways to volunteer and/ or help others in school or the community.	P/S7.9-10.5 Demonstrate the use of the three basic components of communication.	P/S7.11-12.5 Recognize, accept and appreciate ethnic and cultural diversity.
P/S7.K-2.6 Discuss manners and the role they play in building friendships.	P/S7.3-4.6 Discuss ways to solve problems with friends.	P/S7.5-6.6 Demonstrate how people's actions and behavior affect others.	P/S7.7-8.6 Demonstrate cooperative behavior in groups.	P/S7.9-10.6 Identify changing personal and social roles.	P/S7.11-12.6 Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
P/S7.K-2.7 Recognize likenesses and differences in self and others.	P/S7.3-4.7 Understand the difference between assertive and aggressive behavior.	P/S7.5-6.7 Learn the conflict resolution process.	P/S7.7-8.7 Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.	P/S7.9-10.7 Identify and recognize changing family roles.	P/S7.11-12.7 Demonstrate self-control in the classroom, school and community.
P/S7.K-2.8 Demonstrate ways to make and keep friends.	P/S7.3-4.8 Explore communication and the role it plays in getting along with others.	P/S7.5-6.8 Identify values, attitudes and beliefs.		P/S7.9-10.8 Identify personal strengths and assets.	
P/S7.K-2.9 Describe family members' roles and responsibilities.		P/S7.5-6.9 Recognize personal boundaries and privacy rights.			

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Personal/Social Content Standard 8: Goal Setting and Attainment

Essential Question: What are the necessary steps for decision making and goal attainment?

Curricular Outcome: Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, criteria for decision making,and understanding outside influences on setting priorities.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S8.K-2.1 Identify choices made at school and home.	P/S8.3-4.1 Demonstrate responsibility for classroom duties.	P/S8.5-6.1 Demonstrate an understanding of the steps in the decision making process.	P/S8.7-8.1 Set a short- and long-term goal.	P/S8.9-10.1 Practice personal responsibility for the consequences of choices made.	P/S.11-12.1 Analyze their four-year education/ career plan and make necessary modifications.
P/S8.K-2.2 Define an individual goal.	P/S8.3-4.2 Demonstrate an understanding of the decision making process.	P/S8.5-6.2 Identify an academic/personal goal and steps in the decision-making process to achieve it.	P/S8.7-8.2 Develop an increased sense of self as a basis for decision making.	P/S8.9-10.2 Formulate challenging academic goals and plans to achieve them.	P/S8.11-12.2 List the steps necessary to implement and accomplish their postsecondary goals.
P/S8.K-2.3 Discuss a decision made independently at school or home.	P/S8.3-4.3 Learn the consequences of decisions and choices.	P/S8.5-6.3 Analyze when peer pressure is influencing a decision.	P/S8.7-8.3 Demonstrate the ability to seek relevant information for effective decision making.	P/S8.9-10.3 Demonstrate the importance of setting priorities to goal achievement.	P/S8.11-12.3 Prepare a timeline to complete the required steps toward transition from high school into postsecondary education, training or work.
P/S8.K-2.4 Analyze the outcomes and possible consequences of a set of given decisions.	P/S8.3-4.4 Understand the importance of goal setting and follow through.	P/S8.5-6.4 Develop effective coping skills for dealing with problems.	P/S8.8.7-8.4 Apply criteria to information to judge its usefulness in decision making.	P/S8.9-10.4 Demonstrate effective time management skills.	P/S8.11-12.4 Identify resources to support transition from high school to postsecondary plan.
P/S8.K-2.5 Understand that decisions have alternatives.	P/S8.3-4.5 Describe the importance of priorities in the goal setting process.	P/S8.5-6.5 Increase the capacity to generate alternatives for problem solving.	P/S8.7-8.5 Locate sources of information for decision making in school and community.	P/S8.9-10.5 Describe how their attitudes and behaviors can positively or negatively affect goal setting and accomplishment.	P/S8.811-12.5 Describe how personal, social, education and career goals are interrelated.
P/S8.K-2.6 Develop a plan to improve a poor work habit.	P/S8.3-4.6 Demonstrate responsibility for decisions.	P/S8.5-6.6 Analyze ability to use the decision making process.	P/S8.7-8.6 Demonstrate independence in decision making and problem solving.	P/S8.9-10.6 List several goals set during a given time and demonstrate the steps that led to the outcomes.	
P/S8.K-2.7 Demonstrate when where and how to seek help for solving problems.	P/S8.3-4.7 Demonstrate how decisions affect themselves and others around them.	P/S8.5-6.7 Evaluate some personal decisions they have made.	P/S8.7-8.7 Evaluate progress of personal and social growth during middle school.		
P/S8.K-2.8 Know when peer pressure is influencing a decision.	P/S8.3-4.8 Discuss how effective use of time influences success in school.				

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Personal/Social Content Standard 9: Survival and Safety Skills

Essential Question: What are safety and survival skills for students?

Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S9.K-2.1 Acquire knowledge of personal information, such as home phone, address, 911, etc.	P/S9.3-4.1 Describe the influence of peer pressure on the choices they make.	P/S9.5-6.1 Demonstrate effective communication.	P/S9.7-8.1 Understand the need for self-control and practice it.	P/S.9-10.1 Demonstrate responsible social skills including anger management.	P/S9.11-12.1 Analyze the influence of others on their decisions.
P/S9.K-2.2 Describe appropriate and inappropriate physical contact.	P/S9.3-4.2 Discuss the consequences of inappropriate choices.	P/S9.5-6.2 Apply components of assertiveness training.	P/S9.7-8.2 Use conflict resolution skills to resolve issues.	P/S9-10.2 Be aware of referral options at the high school for self and others in need.	P/S9.11-12.2 Analyze their skills for making decisions.
P/S9.K-2.3 Describe aspects of a safe environment.	P/S9.3-4.3 Identify and describe causes of stress and conflicts.	P/S9.5-6.3 Identify school and community resources for assistance with personal concerns.	P/S9.7-8.3 Identify referral options for self and others in need.	P/S9.9-10.3 Differentiate between situations requiring peer support and those requiring adult professional help.	P/S9.11-12.3 Describe ways to resist peer pressure to use drugs and alcohol.
P/S9.K-2.4 List situations that would require them to seek help.	P/S9.3-4.4 Demonstrate ways of handling stress and conflicts.	P/S9.5-6.4 Demonstrate effective ways to deal with peer pressure.	P/S9.7-8.4 Demonstrate responsible behavior in the school community.	P/S9.9-10.4 Recognize and deal effectively with peer pressure.	P/S9.11-12.4 Analyze their strengths and limitations in functioning in a group.
P/S9.K-2.5 Identify resource people in school and community and demonstrate how to ask for help.	P/S9.3-4.5 Demonstrate the ability to assert boundaries, rights and personal privacy.	P/S9.5-6.5 Demonstrate knowledge of the emotional and physical dangers of substance use and abuse.	P/S9.7-8.5 Identify what triggers anger.	P/S9.9-10.5 Know school procedures for responding to harassment.	P/S9.11-12.5 Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
P/S9.K-2.6 Understand qualities that are helpful in making good friends.	P/S9.3-4.6 Identify behaviors that help and hinder group cooperation.	P/S9.5-6.6 Describe harassment and how it is addressed in school settings.	P/S9.7-8.6 Demonstrate appropriate ways to respond to anger.	P/S9.9-10.6 Apply effective problem solving and decision making skills to make safe and healthy choices.	P/S9.11-12.6 Demonstrate an understanding of the components of communication skills, attending, listening, responding.
P/S9.K-2.7 Demonstrate healthy ways of dealing with conflicts.	P/s9.3-4.7 Demonstrate respect for alternative points of view.	P/S9.5-6.7 Demonstrate how to apply conflict resolution skills.	P/S9.7-8.7 Describe rationale for acceptable and unacceptable school rules.	P/S9.9-10.7 Learn about and apply locus of control to stressful situations.	P/S9.11-12.7 Apply communication skills to conflict situations.
P/S9.K-2.8 Learn techniques for managing stress.	P/S9.3-4.8 Interpret their feelings to others.	P/S9.5-6.8 Learn difference between assertiveness and aggressiveness.	P/S9.7-8.8 Develop a greater understanding of their personality and temperament.		