

School Counseling & Career Guidance: Grades 6-8

(Adopted in 2005)

Academic Development

Standard 1: Skills for Academic Self-confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Learning Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 apply study skills for academic success.
- 1.4 accept responsibility as part of the learning process.
- 1.5 demonstrate working both independently and cooperatively.
- 1.6 practice regular school attendance.
- 1.7 identify attitudes and behaviors that lead to successful learning.
- 1.8 explore a broad range of interests and abilities.

Performance Indicators

At Level 1, the student will be able to

- complete a task independently and on time.
- demonstrate importance of responsibility for academic work.

At Level 2, the student will be able to

- identify learning styles.
- use effective organizational, study, and test-taking skills.
- accomplish a predetermined task as a team member.
- identify and seek support for academic needs.
- identify interests and abilities through self-assessment activities.
- compare middle school with high school.
- attend school regularly.

At Level 3, the student will be able to

- use assessment results in academic and career planning.
- assess personal attributes that contribute to learning.

Sample Task: Study Skills

Students design posters to be displayed around the school that illustrate effective study habits.

Integration

English/Language Arts: 1.01, 1.11, 1.13, 2.07, 2.08, 2.09

Social Studies: 6.01

Health: ESMH-SD.1, 4; FLS-SD.1, 3

Physical Education: 3.3, 3.4

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Learning Expectations

The student will

- 2.1 apply critical thinking skills in academic decision making.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 develop an annual plan of study based on academic goals.
- 2.4 apply interest, achievement, aptitude, and abilities to academic options.
- 2.5 analyze academic information from a variety of sources.
- 2.6 analyze the relationship between classroom performance and success in school.

Performance Indicators

At Level 1, the student will be able to

- explain the relationship between academic performance and future educational choices.
- describe short-and long-term academic goals.

At Level 2, the student will be able to:

- develop and implement a plan for improving academic skills.
- solve academic problems using critical thinking.
- set and achieve a short-term academic goal.
- develop a six-year academic plan for high school reflecting graduation requirements and goals.

At Level 3, the student will be able to

- explore post-secondary options that reflect abilities, interest, and career goals.

Sample Task: Goal Setting

Students will look at examples of long-term goals, short-term goals, general and specific goals.

Discuss examples. Students will practice setting a goal in each category: short-term specific goal, long-term specific goal, short-term general goal, and long-term general goal.

Integration

English/Language Arts: 2.07, 2.08, 2.09

Math: 6.1.3, 6.5.3, 7.1.3, 8.1.3

Health: ESMH-SD.1.2, 4, FLS-SD. 3

Physical Education: 2.2; 4.2, 4.3

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Learning Expectations

The student will

- 3.1 demonstrate the ability to balance school, extracurricular activities, leisure time.
- 3.2 explore how school success and academic achievements enhances future career and extra curricular opportunities in the community.
- 3.3 recognize that learning is a life-long process.
- 3.4 seek extra-curricular and community experiences to enhance the school experience.

Performance Indicators

At Level 1, the student will be able to

- develop a time management plan for home, school and community activities.

At Level 2, the student will be able to

- assess the relationship between careers and school subjects.
- select school and community activities that match personal interests and future goals.
- utilize a time management plan that demonstrates balance in school, extracurricular activities.
- examine how learning continues in the world of work.

At Level 3, the student will be able to

- initiate and organize community and school service projects.

Sample Task: Time Management

Students will list and chart their daily activities and assess possible adjustments in their activities in order to improve school performance.

Integration

Math: 7.1.2, 7.5.1, 8.1.3, 8.5.3

Physical Education: 5.1, 5.11, 5.1,

Career Development

Standard 4: Career Awareness and Employment Readiness Skills

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

Learning Expectations

The student will

- 4.1 demonstrate awareness of personal abilities, work habits, skills, and interests.
- 4.2 locate, evaluate, and utilize skills to interpret career information based on interests.
- 4.3 practice planning, decision-making and goal setting.
- 4.4 explore and relate personal interests and hobbies to career options.
- 4.5 demonstrate responsibility, dependability, punctuality, integrity, and positive attitude expected in the workplace.
- 4.6 identify and practice employment skills (e.g. teamwork and problem solving).
- 4.7 use time management skills for work and leisure.
- 4.8 demonstrate respect for diversity.

Performance Indicators

At Level 1, the student will be able to

- identify skills needed to work as a team.
- explore interests and hobbies.
- contrast possible decisions and consequences of those decisions.

At Level 2, the student will be able to

- compare the relationship between practicing good work habits and future career performance.
- use technology to explore variety of career clusters.
- develop a six-year academic plan.
- use the results of career assessments to plan career goals.
- use knowledge of career and personal interests to develop a six-year academic plan.
- explore respect for diversity in the workplace.

At Level 3, the student will be able to

- apply organizational and time management skills for task completion.
- apply technology skills for career and educational planning.

Sample Task: Integrated Language Arts/ Career Project

Students will identify a career of their choice. The student will research this career to determine requirements utilizing all technological tools available. Additional resources should be explored as well.

The student will complete the following steps.

- Select a career.
- Research the career, using a variety of resources.
- Written report with all references to be cited.
- 3-5 minute oral presentation to class.
- Evaluation: Students will receive an activity grade after the final presentation. Grades will be based upon the grammar, content, research, references and creativity of the written report. Presentation grades will be based upon a rubric constructed in collaboration with students, teacher and counselor.

Integration:

English/Language Arts: 1.01

Social Studies: 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 6.01

Science: LS 4.4; E&S 2.4

Math: 5.1

Health: ESMH-SD.1 2, 3; PHRF-SD.1; FLS-SD.1.3

Physical Education: 3.1, 3.4, 3.9, 3.10, 4.1, 4.2, 4.12, 5.1, 5.4, 5.5, 5.6, 5.8, 5.11

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

Learning Expectations

The student will

- 5.1 explore various occupations and classify into career clusters.
- 5.2 use technology and other resources to research and obtain career information.
- 5.3 identify how societal changes influence employment trends and future training.
- 5.4 apply decision-making skills to career planning, course selection and educational transition.
- 5.4 maintain and update a career portfolio.
- 5.6 analyze the education and training required to achieve career goals.
- 5.7 assess and modify educational plans to support career goals.
- 5.8 select coursework related to career interests.
- 5.9 demonstrate job readiness skills for achieving career goals.

Performance Indicators

At Level 1, the student will be able to

- use technology and other resources to gather career information.
- recognize the relationship between academic performance and future career success.

At Level 2, the student will be able to

- determine how personal interests relate to career choices.
- apply technological and research skills to gather career information.
- evaluate and modify career portfolios based on employment trends and personal preferences.
- identify job readiness skills and relate them to school and job performance.

At Level 3, the student will be able to

- use personal and career knowledge to determine educational planning.
- use technology and other resources to gather information to predict jobs and post-secondary/college options.

Sample Task: Career Portfolio

The students will be given an opportunity to examine sample career portfolios. Students will use technology and other resources to research a career of their own choice. Based upon the student's research, the student will establish a career portfolio. Reports related to the following will be included:

1. High school coursework required for college major
2. Post-secondary credentials required for entry into the career
3. Articles related to current workplace and future trends in the career of choice.

The student will compose a checklist of future entries that will promote future career success and satisfaction.

Integration:

English/Language Arts: 1.01, 2.09, 2.10, 2.13, 3.13

Social Studies: 2.01, 2.02, 6.01, 6.02

Science: LS 4.4; ES 1.5, 2.4

Math 2.4, 5.1, 5.2

Health: PHRF-SD.2

Physical Education: 4.2

Standard 6: Knowledge and Skills to Achieve Career Goals

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

Learning Expectations

The student will

- 6.1 demonstrate how interests, abilities and achievement relate to personal, social, educational, and career goals.
- 6.2 apply listening and teamwork skills in the academic setting and career exploration.

- 6.3 apply mediation skills to resolve interpersonal conflicts.
- 6.4 employ academic and job readiness skills in career related activities.
- 6.5 analyze the relationship between educational and career achievement.
- 6.6 use technology and other sources to examine how career choices can help achieve personal goals.
- 6.7 explore the seven career clusters as related to the world of work.
- 6.8 examine the changing workplace and the necessity for lifelong learning and acquisition of new skills.
- 6.9 assess how course selections impact career options.
- 6.10 identify tech prep programs that relate to academic and career choices for all student populations.

Performance Indicators

At Level 1, the student will be able to

- demonstrate listening and team-building skills.
- use technology and other resources to predict possible career choices based on interests and abilities.
- demonstrate the ability to resolve conflicts in an appropriate manner.
- make appropriate course selections based upon individual student needs through exploration of the seven career clusters.

At Level 2, the student will be able to

- relate personal interests, abilities, and achievement to personal, social, educational, and career goals.
- complete career-related projects by applying listening and team-building skills.
- analyze the effect of the changing workplace on future learning.
- apply conflict management skills in interpersonal relationships.

At Level 3, the student will be able to

- utilize conflict management skills as a peer mediator

Sample Task: Using Technology to Collect Career Cluster Information

Students will be assigned to groups based upon similar career cluster interest. Each group will be responsible for collecting the following data through use of technology and other means:

1. Current workplace trends within the cluster
2. Educational requirements for entry into positions
3. Job descriptions and requirements of the job
4. Salary range for a variety of positions within the cluster
5. Discussion of the connection between present courses, high school course selection, and their application to employment readiness.

After collecting the data, the students will use technology to construct a visual graphic organizer displaying the variety of career options within the career cluster.

Integration

English/Language Arts: 1.01, 2.13

Social Studies: 4.03

Science: LS 4.4, ES 1.5, 2.4

Math: 2.4

Health: PHRF SD.1; ESMH SD.1; SUAF SD.1

Physical Education: 3.2, 3.8, 3.9, 3.13, 4.1, 4.12, 4.12, 5.1, 5.4, 5.7

Personal and Social Development

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

Learning Expectations

The student will

- 7.1 discover personal interests, abilities, and skills.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 examine behavior and exhibit self-control.
- 7.4 explore change as a part of growth.
- 7.5 develop effective communication skills.
- 7.6 establish meaningful relationships.
- 7.7 recognize and respect differences in various family configurations.
- 7.8 recognize, respect, and appreciate individual and cultural diversity .

Performance Indicators

At Level 1, the student will be able to

- identify interests, likes, dislikes, and personal traits.
- correctly interpret non-verbal expressions of feelings.
- use effective listening skills.
- identify positive and negative peer pressure.
- demonstrate appropriate methods of communicating feelings.

At Level 2, the student will be able to

- deal with relationships in a positive, respectful manner.
- examine appropriate ways to deal with conflicts, pressures, and emotions.
- describe situations in which one's actions and behaviors affect others.
- recognize the physical and emotional impact of change and transition.

- value individual differences in self and others.
- discuss techniques used to mediate or resolve problems.
- explore methods families use to work cooperatively.
- design and follow classroom and school rules.
- demonstrate effective strategies for coping with family and school changes.
- discuss the importance's of valuing gender differences.
- respond appropriately to pressure from peers and others.

At Level 3, the student will be able to

- analyze how abilities develop over time.
- appreciate the perspective of others.
- analyze the differences in healthy and harmful friendships.

Sample Task: Similarities and Differences

Materials: Coffee filters, *several brands* of black permanent markers, rubbing alcohol, spray bottles or medicine droppers

Put students in teams. Have each team make a circle approximately the size of a quarter on their coffee filter. Make the point that each team has the same basic materials. Apply the rubbing alcohol. Have teams observe what happens. (Each brand of black marker will break down into several colors in varying amounts.) Guide the students in discussing traits that make them similar to others in the group; same grade, school, etc. and then those traits that make each person unique.

Integration

English/Language Arts; 110, 1.13, 2.02, 2.11, 3.01, 3.04

Social Studies: 1.01, 1.02, 1.03, 1.04, 3.05, 4.03, 5.01, 5.02, 6.01

Science: LS 4.1, 5.1, 6.2; ES 1.5, 2.4

Health: ESMH-SD.1; FLS-SD.1

Physical Education: 3.1, 3.2, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10

Standard 8: Self Knowledge Application

Students will make decisions, set goals, and take necessary action to achieve goals.

Learning Expectations

The student will

8.1 modify and apply decision-making and problem solving models for personal use.

8.2 set goals relative to one's interests and abilities.

8.3 develop a plan to achieve realistic short and long term goals.

Performance Indicators

At Level 1, the student will be able to

- practice a decision-making model.
- develop a plan of action to reach a goal.

At Level 2, the student will be able to

- practice efficient time and task management.
- solve conflicts in a non-aggressive way.
- apply knowledge of self in setting goals.
- examine the cyclical nature of setting and attaining goals.

At Level 3, the student will be able to

- demonstrate problem-solving skills for anger and stress management.

Sample Task: Goal Setting:

Develop a plan for academic success in a specific subject .Break the task into manageable parts. Set reasonable expectations (90/100 correct), identify obstacles (scheduled events, possible emergencies), identify logical rewards for reaching the goal.

Integration:

Social Studies: 6.01

Science: LS 4.2, 4.4; ES 1.5, 2.4

Math: 5.3

Health: ESMH-SD.4; FLS-SD.3

Physical Education: 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10

4.1, 4.2, 4.12, 5.1, 5.2, 5.11

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

Learning Expectations

The student will

- 9.1 implement techniques for resolving conflict and reducing stress within a school setting.
- 9.2 investigate school and community resources for assistance with personal concerns.
- 9.3 apply effective problem-solving and decision-making models to make safe and healthy choices.
- 9.4 utilize skills to recognize, report, and protect against threats to personal safety.

Performance Indicators

At Level 1, the student will be able to

- list appropriate techniques for handling bullying and harassment.

At Level 2, the student will be able to

- describe ways to reduce anxiety in stressful situations.
- demonstrate techniques for managing stress, conflict, and anger.
- practice appropriate actions for ensuring the safety of self and others.
- assess personal risk factors such as weight gain, poor nutritional habits, substance use.
- recognize that use of alcohol, tobacco, and other drugs contributes to crime, accidents suicide and physical impairment.
- distinguish types of abuse and evaluate appropriate resources for help
- practice refusal skills.

At Level 3, the student will be able to

- practice peer leadership skills by creating healthy alternatives to drug use.
- discuss the possible emotional effects of abuse.
- recognize indicators of depression and suicidal and homicidal tendencies.

Sample Task: Identify and discuss positive methods of managing anger and role play scenarios demonstrating use of the methods.

Integration

English/Language Arts: 1.11

Social Studies: 1.03, 1.04, 1.05, 1.06, 2.03, 3.04, 4.03, 5.16, 6.01, 6.02

Science: LS 4.3

Math: 5.0

Health: ESMH-SD.1, 2, 3, 4; SUA-SD.1, 2; DP-SD.1; ECH-SD.1, 2; PSFA-SD.1, 2, 3;

FLS-SD.2, 3; N-SD.1; PHRF-SD.1, 2