

**REGIONAL
SCHOOL
COUNSELING
CURRICULUM
GUIDE**

DEVELOPED BY AND FOR:

**THE REGIONAL DISTRICTS OF
FRANKFORD, LAFAYETTE, AND
SUSSEX-WANTAGE SCHOOLS**

2007

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National Standards for School Counseling Programs

Academic Development

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

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

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

Career Development

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

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

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

Personal /Social Development

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

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

Standard C: Students will understand safety and survival skills.

Career Education and Consumer, Family, and Life Skills

New Jersey Standards and Strands

There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands. The standards and strands include:

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

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STANDARD 9.1: (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.

3. Identify reasons for working as part of a team.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States' Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.

5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.

2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.

4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:

- Communication
- Punctuality
- Time management
- Organization
- Decision making
- Goal setting
- Resources allocation
- Fair and equitable competition
- Safety
- Employment application skills
- Teamwork

5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.

2. Participate in simulated industry assessments, when and where appropriate.

3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.

4. Demonstrate occupational health and safety skills related to industry-specific activities.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

C. Interpersonal Communication

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.

3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.

4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

PHILOSOPHY

The Frankford, Lafayette, and Sussex-Wantage School Districts believe that a comprehensive, developmental school counseling curriculum addresses the academic, personal/social, and career needs of every student. Counselors, in collaboration with teachers, administrators, parents, and community members, work together to provide every student with the tools necessary to acquire life skills needed for success.

A developmental school counseling program aspires to achieve personal success through the fostering and nurturing of social/emotional, physical, and academic growth. We believe this to be an integral component of the student's total educational experience.

IMPLEMENTATION

The Frankford, Lafayette, and Sussex-Wantage School Districts developed this curriculum guide for the purpose of meeting the academic, personal/social, and career needs of all the students in the region in a similar manner. The curriculum is based on the National School Counseling Standards and the New Jersey Core Curriculum Content Standards. Each district, however, has varying degrees of resources dedicated to the implementation of this curriculum. The number of counselors varies with each district, as does the ratio of counselor to students. *The success of this initiative is dependent upon the infusion of the developmental counseling curriculum across all content areas with the involvement of the counselors, professional and paraprofessional staff members, and administrators.*

PRE-SCHOOL EXPECTATIONS SOCIAL/EMOTIONAL DEVELOPMENT

INTRODUCTION

Social/Emotional growth and learning develops through interactions with others and is interconnected with physical and cognitive domains. Social relationships between adults and children exert a powerful positive influence on children's development. A high-quality preschool program requires a permanent, well-trained teaching staff, who work in partnership with children's families. These teachers provide an environment for children that is safe, secure, accessible, organized, comfortable, predictable and consistent. In this environment, children are carefully observed as they move through the preschool day in order to systematically assist them in developing social competence and confidence. Teachers listen carefully and adapt their responses to children's individual social and emotional needs. Teachers support developing self-concept and self-esteem by describing with the children their actions and accomplishments. Throughout the day, teachers coach and guide children as they interact with each other and test their social skills and problem-solving abilities. In this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day.

EXPECTATION 1: Children demonstrate self-confidence.

EXPECTATION 2: Children demonstrate self-direction.

EXPECTATION 3: Children identify and express feelings.

EXPECTATION 4: Children exhibit positive interactions with other children and adults.

EXPECTATION 5: Children exhibit pro-social behaviors.

EXPECTATION 6: Children exhibit attending and focusing skills.

EXPECTATION 7: Children participate in group routines.

EXPECTATION 1: Children demonstrate self-confidence.

Preschool Teaching Practices

- Provide materials and activities to foster learning at the child's developmental level (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, manipulative sizes to best "fit" the child).
- Make adaptations to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately sized furnishings and visuals at eye level).

- Make adaptations to materials and activities to support primary language development (e.g., labels in home language and English with pictures to reinforce, actions with words in both languages, simple directions in two languages, books, music and computer software in two languages).
- Provide common housekeeping and classroom materials that encourage independence (e.g., brooms and dustpans, scissors, staplers, woodworking tools and authentic household and occupational items that are safe and easily manageable for role-playing).
- Use children's ideas and interests for activities and in discussions (e.g., tire tracks made by playground bicycle wheels lead to an exploration and discussion of the different tracks made from an assortment of wheels).
- Use open-ended questions to begin a discussion with children individually or in a group (e.g., "What might happen if . . .?", "What would you do if . . .?").
- Model verbal descriptions of children's actions and accomplishments (e.g., "Anna used the paintbrush to make squiggles."). Ask questions that encourage children to describe their actions and accomplishments (e.g., "Joseph, will you tell Maria how you used the computer mouse to change your drawing?").

Preschool Learning Outcomes

- 1.1 Makes independent decisions about materials to use in order to express individuality.
- 1.2 Makes independent choices and plans from a broad range of diverse interest centers.
- 1.3 Participates independently in using household and classroom materials.
- 1.4 Expresses ideas for activities and initiates discussions.
- 1.5 Participates in discussions with teachers and friends.
- 1.6 Acknowledges actions and accomplishments verbally and nonverbally.

EXPECTATION 2: Children demonstrate self-direction.

Preschool Teaching Practices

- Organize classroom arrangement and daily routine so that children can independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver).
- Organize and facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g., Jorge's interest in trains leads a small group of children to build a train station from found materials in the classroom).
- Emphasize routines with songs, rhymes, movement and pictures that reinforce independent functioning in the classroom (e.g., pictures that represent the daily schedule, songs as cues during transition times).

Preschool Learning Outcomes

2.1 Explores and experiments with a wide variety of developmentally appropriate, curriculum referenced materials and activities.

2.2 Demonstrates self-help skills (e.g., puts blocks away, pours juice, uses soap when washing hands).

2.3 Moves through the classroom routines and activities with minimal teacher direction.

EXPECTATION 3: Children identify and express feelings.

Preschool Teaching Practices

- Identify a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., "The three little kittens lost their mittens." How do you think they felt?).
- Provide literature, materials and activities which help children to interpret and express a wide range of feelings of self and others with appropriate words and actions (e.g., drawing, writing, art, creative movement, pretend play, puppetry and role-playing).
- Model appropriate language for children to use when expressing feelings such as anger and sadness, etc. (e.g., "I felt angry when you pushed me!" "I didn't like it!").
- Provide specific techniques for children to learn to channel anger, minimize fear and calm down (e.g., taking three deep breaths, using of words, pulling self out of play to go to "safe spot" to relax, listening to soft music or working with clay).

Preschool Learning Outcomes

3.1 Labels and describes a wide range of feelings, including sadness, anger, fear and happiness.

3.2 Empathizes with feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).

3.3 Channels negative feelings such as anger and impulse through specific techniques (e.g., taking three deep breaths, using words, pulling self out of play to go to "safe spot" to relax, expressive activities).

EXPECTATION 4: Children exhibit positive interactions with other children and adults.

Preschool Teaching Practices

- Comment on specific behavior instead of giving empty praise (e.g., "Shadeen, you knew every word of the 'Wheels on the Bus' song.>").
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, "please," "thank you" and "excuse me," etc.).
- Demonstrate and involve children in respecting the rights of others (e.g., "It is my turn to use the bike, but you can have the bike when I am finished.>").
- Encourage expressing needs verbally by modeling appropriate language (e.g., "Ask Nancy to pass the juice to you.>").
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, the feelings related to the problem and negotiate solutions).
- Model positive interaction strategies through self-talk (e.g., the teacher thinking aloud, "Gee, I really want to see the book right now, but Miss Mary is looking at it, so I will wait until she is finished." Then speaking to Miss Mary, "Miss Mary, may I read the book when you are finished?" "Thank you.>").

Preschool Learning Outcomes

4.1 Participates appropriately in classroom activities.

4.2 Demonstrates socially appropriate affection for teachers and friends (e.g., hugs, gets a tissue, sits next to, holds hands).

4.3 Says "thank you," "please" and "excuse me."

4.4 Respects rights of others (e.g., "This painting belongs to Carlos.>").

4.5 Expresses needs verbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!>").

4.6 Demonstrates verbal problem-solving skills without being aggressive (e.g., talks about problem, talks about feelings relating to problem and negotiates solutions).

4.7 Uses self-talk (thinking aloud) as a positive behavior strategy (e.g., after Paula's friend asked her to play, Paula said, "I don't feel like playing right now, so I am going to sit on the on the beanbag chair in the quiet area until I feel better.>").

EXPECTATION 5: Children exhibit pro-social behaviors.

Preschool Teaching Practices

- Pair or group children to foster friendship (e.g., partners, buddies, triads).

- Provide toys and plan play activities to encourage cooperative play (provide two telephones so that children can talk to each other in dramatic play).
- Collaborate with children on activities using language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box and teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play activities with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- Provide the least amount of support that is necessary for children to be successful during activities and play (e.g., teacher may demonstrate pretend play skills and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).
- Provide experiences in taking turns (e.g., "Maria gets to pull the wagon one time around the yard and then it is Jack's turn.>").
- Provide experiences that allow children to share toys and materials (e.g., "There is one basket of markers for Christen and Jameer to share.>").

Preschool Learning Outcomes

5.1 Plays independently, in pairs and small groups.

5.2 Knows how to pretend play.

5.3 Knows how to enter into play when a group of children are already involved in play.

5.4 Takes turns.

5.5 Understands the concept of sharing, and at times, is able to share.

<p>EXPECTATION 6: Children exhibit attending and focusing skills.</p>
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Preschool Teaching Practices

- Schedule large blocks of time daily for play inside and outside.
- Provide an interesting range of developmentally appropriate, curriculum referenced materials with additions and modifications to engage interest at different developmental levels.
- Balance quiet and active times.
- Begin whole-group activities with a few children while enticing the rest of the group with an engaging activity.
- Limit whole-group activities to short periods of approximately 15 minutes with interactive involvement (body movement, singing, finger-plays).
- Keep the number of daily transitions to a minimum. Limit whole-group transitions while organizing them as learning times (e.g., "Children who ride the #4 bus may get their coats." "Armadillo group may go wash their hands.")

- Model conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, etc.).

Preschool Learning Outcomes

6.1 Is relaxed and attentive with sufficient energy to meet challenges of the preschool day (i.e., quiet and rest times are alternated with more active classroom and outdoor activities).

6.2 Attends to task for an average of 15 minutes.

6.3 Moves onto next activity without exhibiting signs of stress (i.e., transitions are anticipated by the children and cued by the teacher).

6.4 Demonstrates conversation skills (e.g., listening and waiting for turn to talk).

EXPECTATION 7: Children participate in group routines.

Preschool Teaching Practices

- Greet children individually in the morning and ease the transition from home to classroom by facilitating involvement in morning activities.
- Provide a consistent and predictable schedule in a developmentally appropriate way (i.e., balanced quiet and active times, large blocks of time for play indoors and outdoors, child-initiated and teacher-directed activities, all activities accommodate differences in developmental levels).
- Provide a permanent place for storing materials, supplies and belongings.
- Demonstrate and encourage simple classroom procedures (e.g., choosing a center, moving from one center to the next, putting away books, materials and toys, etc.).

Preschool Learning Outcomes

7.1 Separates easily from parent.

7.2 Engages in purposeful activity for most of the time while moving independently from one activity to another.

7.3 Uses toys and materials with care and cleans up or puts them away when finished.

7.4 Moves through daily schedule and routines with ease.

**INTEGRATED SCHOOL COUNSELING CURRICULUM
KINDERGARTEN**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.2.4 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>D. Character Development and Ethics 9.2.4.D.1 – Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship. 9.2.4.D.2 – Conduct a cooperative activity or project that addresses a character trait. 9.2.4.D.3 – Identify ethical behaviors in the home, school, and community. 9.2.4.D.4 – Explain a person’s responsibility to obey the laws and rules.</p>	<p>Cooperative activities Selected Videos and CDs Topic and age-appropriate literature Classroom lessons and activities to support student outcomes Role playing Red Ribbon Week School Violence Awareness Week in October for grades K-8 Kindness and Justice Challenge Week</p>

***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 1**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.2.4 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>C. Interpersonal Communication 9.2.4.C 1 – Develop positive social skills to interact with others. 9.2.4.C.2 – Select and use language appropriate to the situation. 9.2.4.C.5 – Work cooperatively with others to accomplish a task.</p>	<p>Selected Videos and CDs</p> <p>Plays, skits</p> <p>Role playing</p> <p>Classroom lessons and activities to support student outcomes</p> <p>Red Ribbon Week</p> <p>School Violence Awareness Week in October for grades K-8</p> <p>Kindness and Justice Challenge Week</p>

***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 2**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.1.4 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.</p> <p>STANDARD 9.2.4 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>A. Career Awareness and Planning 9.1.4.A.1 – Describe various life roles and work-related activities in the home, community, and school. 9.1.4.A.2 – Identify abilities and skills associated with various careers. 9.1.4.A.3 – Identify reasons people work and how work habits impact the quality of one’s work.</p> <p>C. Interpersonal Communication 9.2.4.C.3 – Develop skills for accepting self and others through awareness of different cultures and attitudes. 9.2.4.C.4 – Practice steps for effective conflict resolution.</p>	<p>Literature</p> <p>Selected Videos and CDs</p> <p>Plays, skits</p> <p>Programs</p> <p>Role playing</p> <p>Classroom lessons and activities to support student outcomes</p> <p>Concept of Career Portfolio</p> <p>Red Ribbon Week</p> <p>School Violence Awareness Week in October for grades K-8</p> <p>Kindness and Justice Challenge Week</p>

***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 3**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.1.4 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.</p>	<p>B. Employability Skills 9.1.4.B.1 – Describe and demonstrate the importance of personal and interpersonal skills. 9.1.4.B.2 – Identify positive work habits and attitudes necessary for home, community, and school. 9.1.4.B.3 – Identify reasons for working as part of a team.</p>	<p>Selected Videos and CDs Literature Role playing, skits Conflict resolution skills Classroom lessons and activities to support student outcomes Red Ribbon Week School Violence Awareness Week in October for grades K-8 Kindness and Justice Challenge Week</p>
<p>STANDARD 9.2.4 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>B. Self-Management 9.2.4.B.1 – Demonstrate an understanding of the relationship between personal behavior and self-image. 9.2.4.B.2 – Recognize and build upon personal strengths. 9.2.4.B.3 – Accept criticism and respond constructively. 9.2.4.B.4 – Recognize personal likes and dislikes. 9.2.4.B.5 – Demonstrate steps to deal with stress and conflict.</p>	

***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 4**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.2.4 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>A. Critical Thinking 9.2.4.A.1 – Recognize and define a problem. 9.2.4.A.2 – Plan and follow steps to make choices and decisions. 9.2.4.A.3 – Identify and access print and non-print resources that can be used to help solve problems. 9.2.4.A.4 – Demonstrate brainstorming skills.</p>	<p>Selected Videos and CDs Literature Role playing Journals and selective writing Classroom lessons and activities to support student outcomes Red Ribbon Week School Violence Awareness Week in October for grades K-8 Kindness and Justice Challenge Week</p>

***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 5**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.1.8 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.</p>	<p>A. Career Awareness and Planning 9.1.8.A.1 – Demonstrate the ability to distinguish between job, occupation, and career. 9.1.8.A.2 – Outline the steps in the career planning process. 9.1.8.A.3 – Apply research skills to career exploration. 9.1.8.A.7. – Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.</p>	<p>Selected Videos and CDs Literature Role playing Journals and selective writing D.A.R.E. Age-appropriate guest speaker Classroom lessons and activities to support student outcomes Career Portfolios Red Ribbon Week</p>
<p>STANDARD 9.2.8 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>B. Self-Management 9.2.8.B.2. – Demonstrate responsibility for personal actions and contributions to group activities.</p> <p>C. Interpersonal Communication 9.2.8.C.1. – Demonstrate respect and flexibility in interpersonal and group situations. 9.2.8.C.2. – Organize thoughts to reflect logical thinking and speaking. 9.2.8.C.3. – Work cooperatively with others to solve a problem. 9.2.8.C.4. – Demonstrate appropriate social skills within group activities.</p>	<p>School Violence Awareness Week in October for grades K-8 Kindness and Justice Challenge Week</p>

	<p>9.2.8.C.5. – Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p> <p>9.2.8.C.6. – Participate as a member of a team and contribute to group effort.</p> <p>D. Character Development and Ethics</p> <p>9.2.8.D.1. – Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.</p> <p>9.2.8.D.2. – Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.</p> <p>9.2.8.D.3. – List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.</p> <p>9.2.8.D.4. – Describe how personal ethics influence decision making.</p>	
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***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 6**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.1.8 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.</p>	<p>A. Career Awareness and Planning 9.1.8.A.7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.</p> <p>B. Employability Skills 9.1.8.B.4 – Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment. 9.1.8.B.5 – Compare and contrast possible choices based on identified/perceived strengths, goals, and interests. 9.1.8.B.6 – Identify and develop skills that are transferable from one occupation to another.</p>	<p>Selected Videos and CDs</p> <p>Literature</p> <p>Role playing</p> <p>Journals and selective writing</p> <p>D.A.R.E.</p> <p>Age-appropriate guest speaker</p> <p>Classroom lessons and activities to support student outcomes</p> <p>Red Ribbon Week</p> <p>School Violence Awareness Week in October for grades K-8</p> <p>Kindness and Justice Challenge Week</p>
<p>STANDARD 9.2.8 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>B. Self-Management 9.2.8.B.3 – Explain the need for, and advantages of, lifelong learning.</p> <p>C. Interpersonal Communication 9.2.8.C.1 – Demonstrate respect and flexibility in interpersonal and group situations. 9.2.8.C.2 – Organize thoughts to reflect logical thinking and speaking.</p>	

	<p>9.2.8.C.3 – Work cooperatively with others to solve a problem.</p> <p>9.2.8.C.4 – Demonstrate appropriate social skills within group activities.</p> <p>9.2.8.C.5 – Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p> <p>9.2.8.C.6 – Participate as a member of a team and contribute to group effort.</p> <p>D. Character Development and Ethics</p> <p>9.2.8.D.1 – Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.</p> <p>9.2.8.D.2 – Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.</p> <p>9.2.8.D.3 – List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.</p> <p>9.2.8.D.4 – Describe how personal ethics influence decision making.</p>	
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***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 7**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.1.8 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.</p>	<p>A. Career Awareness and Planning 9.1.8.A.5 – Explore careers using hands-on real life experiences within the sixteen States’ Career Clusters. 9.1.8.A.7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.</p> <p>B. Employability Skills 9.1.8.B.1 – Research local and state employment opportunities. 9.1.8.B.3 – Demonstrate job-seeking skills.</p>	<p>Selected Videos and CDs</p> <p>Literature</p> <p>Role playing</p> <p>Journals and selective writing</p> <p>Age-appropriate guest speaker</p> <p>Classroom lessons and activities to support student outcomes</p> <p>Red Ribbon Week</p> <p>School Violence Awareness Week in October for grades K-8</p> <p>Kindness and Justice Challenge Week</p>
<p>STANDARD 9.2.8 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>C. Interpersonal Communication 9.2.8.C.1 – Demonstrate respect and flexibility in interpersonal and group situations. 9.2.8.C.2 – Organize thoughts to reflect logical thinking and speaking. 9.2.8.C.3 – Work cooperatively with others to solve a problem. 9.2.8.C.4 – Demonstrate appropriate social skills within group activities. 9.2.8.C.5 – Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p>	

	<p>9.2.8.C.6 – Participate as a member of a team and contribute to group effort.</p> <p>D. Character Development and Ethics</p> <p>9.2.8.D.1 – Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.</p> <p>9.2.8.D.2 – Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.</p> <p>9.2.8.D.3 – List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.</p> <p>9.2.8.D.4 – Describe how personal ethics influence decision making.</p>	
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***Refer to implementation statement.**

**INTEGRATED SCHOOL COUNSELING CURRICULUM
GRADE 8**

Standard	Student Outcome	Suggested Activities
<p>STANDARD 9.1.8 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.</p>	<p>A. Career Awareness and Planning 9.1.8.A.4 – Analyze personal interests, abilities, and skills through various measures including self assessments. 9.1.8.A.6 – Develop an individual career plan and include in a portfolio. 9.1.8.A.7 – Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.</p> <p>B. Employability Skills 9.1.8.B.2 – Develop an employment package that includes a job application, letter of interest, and resume.</p>	<p>Selected Videos and CDs</p> <p>Literature</p> <p>Role playing</p> <p>Journals and selective writing</p> <p>Age-appropriate guest speaker</p> <p>Classroom lessons and activities to support student outcomes</p> <p>Red Ribbon Week</p> <p>School Violence Awareness Week in October for grades K-8</p> <p>Kindness and Justice Challenge Week</p>
<p>STANDARD 9.2.8 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.</p>	<p>C. Interpersonal Communication 9.2.8.C.1 – Demonstrate respect and flexibility in interpersonal and group situations. 9.2.8.C.2 – Organize thoughts to reflect logical thinking and speaking. 9.2.8.C.3 – Work cooperatively with others to solve a problem. 9.2.8.C.4 – Demonstrate appropriate social skills within group activities. 9.2.8.C.5 – Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p>	<p>Portfolio</p> <p>Problem solving</p> <p>Evaluate past three years of report cards for achievement profile</p>

	<p>9.2.8.C.6 – Participate as a member of a team and contribute to group effort.</p> <p>D. Character Development and Ethics</p> <p>9.2.8.D.1 – Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.</p> <p>9.2.8.D.2 – Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.</p> <p>9.2.8.D.3 – List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.</p> <p>9.2.8.D.4 – Describe how personal ethics influence decision making.</p>	
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***Refer to implementation statement.**

High Point Regional High School

Guidance Department

Grade 9 Transitional Goals

These are the goals of High Point Regional High School for the transitioning process into 9th grade.

Statement of Goals

- ❖ Provide developmental sequences of activities each year in career and educational awareness, exploration, self-evaluation, goal-setting, decision-making, and implementation.
- ❖ Access and use Internet to explore and become familiar with educational/career plans.
- ❖ Implement programs that facilitate transitions.

ASCA NATIONAL STANDARDS FOR STUDENTS

Personal and Social Development

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

High Point students will:

- ❖ Learn the importance of goal-setting.
- ❖ Take responsibility for your actions and understand there are consequences for inappropriate behaviors.
- ❖ Learn how to compromise and maintain peer relations.
- ❖ Develop skills to cope with change and transition.
- ❖ Explore values.

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

High Point students will:

- ❖ Calculate long and short term goals.
- ❖ Enhance decision-making skills.

Standard C: Students will understand safety and survival skills.

High Point students will:

- ❖ Learn school procedures and policies for safety and security.
- ❖ Learn conflict resolution skills.
- ❖ Understand legal issues pertaining to harassment and discrimination.
- ❖ Learn your rights as a student.

Academic Development

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

High Point students will:

- ❖ Utilize the school planner on a daily basis.
- ❖ Learn the importance of attention to daily homework assignments.
- ❖ Apply time management skills.
- ❖ Learn to be positive about the educational process.
- ❖ Establish balance between study/work/school activities.
- ❖ Select a challenging high school academic program.

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

High Point students will:

- ❖ Understand the relationship between classroom performance and success in the world of work.
- ❖ Apply knowledge of values, interests, and abilities.
- ❖ Understand the significance of your permanent academic record (transcript).

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

High Point students will:

- ❖ Learn how to balance school, activity, and family time.
- ❖ Seek involvement in extra-curricular activities.

Career Development

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

High Point students will:

- ❖ Complete the interest, values, and abilities inventories utilizing the Discover program.
- ❖ Understand the relationship between interests, values, and abilities when making choices for a career path.
- ❖ Utilize resources available in the Career Center.
- ❖ Follow the four-year career development program.

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

High Point students will:

- ❖ Complete the interest, values, and abilities inventories utilizing the Discover program.