

IKM-Manning
School Counseling Guidance Standards

Academic Domain

Students are expected to:

STANDARD 1: Acquire the attitudes, knowledge, and skills that contribute to learning in school and across the life span. (MCNS, LS, CS)

STANDARD 2: Complete school with the academic preparation essential to choose from a wide range of post secondary options.(Global, HOTS, LS)

STANDARD 3: Understand the relationship of academics to the world of work, and to life at home and in the community.(CE, MCNS, Global)

Career Domain

STANDARD 4: Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (CE, MCNS, Global, Tech, HOTS)

STANDARD 5: Employ strategies to achieve future career success and satisfaction. (CE, Global, Tech, HOTS, LS)

STANDARD 6: Understand the relationship among personal qualities, education and training, and the world of work. (CE, MCNS, HOTS)

Personal/social

STANDARD 7: Acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others. (CS)

STANDARD 8: Make decisions, set goals, and take necessary action to achieve goals. (HOTS, LS, CS)

STANDARD 9: Understand safety and survival skills. (CE, MCNS, Global, Tech, HOTS, LS, CS)

IKM-Manning

School Counseling Benchmarks

Academic

1. Improve Academic Self-Concept (Academic Dev)
2. Achieve School Success (Academic Dev)
2. Improve Learning (Academic Dev)

3. Plan to achieve Goals (Academic Dev)
4. Relate School to Life Experiences (Academic Dev)

Career

5. Develop Career Awareness (Career Dev)
6. Develop Employment Readiness (Career Dev)
7. Acquire Career Information (Career Dev)
8. Identify Career Goals (Career Dev)
9. Acquire Knowledge to Achieve Career Goals (Career Dev)
10. Apply Skills to Achieve Career Goals (Career Dev)

Personal/Social

11. Acquire Self-Knowledge (Personal/Social Dev)
12. Acquire Interpersonal Skills (Personal/Social Dev)
13. Self-Knowledge Applications (Personal/Social Dev)
14. Acquire Personal Safety Skills (Personal/Social Dev)

(Adapted from ASCA National Standards)

Grade: Kindergarten

Subject: Guidance

Course Description:

The guidance curriculum in kindergarten is designed to provide a foundation for personal/social growth, age appropriate academic skills, and career awareness. The kindergarten classroom environment will promote building relationships at home and at school, and gaining appropriate learning skills.

Benchmark 1: Improve Academic Self-Concept.

- K.1.1.B. Display a positive interest in learning.
- K.1.1.C. Take pride in work and in achievement

Benchmark 2: Acquire Skills for Improving Learning

- K.1.2.C. Use communication skills to know when and how to ask for help when needed

Benchmark 3: Achieve School Success

- K.1.3.A. Take responsibility for their actions
- K.1.3.D. Demonstrates positive listening skills
- K.1.3.E. Share knowledge

Benchmark 7: Develop Career Awareness

- K.4.7.D. Learn how to interact and work cooperatively in teams

Benchmark 13: Acquire Self-Knowledge

- K.7.13.A. Develop a positive attitude toward self as a unique and worthy person
- K.7.13.D. Understand change is a part of growth
- K.7.13.E. Identify and express feelings.
- K.7.13.F. Distinguish between appropriate and inappropriate behaviors
- K.7.13.H. Understand the need for self-control and how to practice it
- K.7.13.L. Identify and recognize changing family roles

Benchmark 14: Acquire Interpersonal Skills

- K.7.14.C. Recognize, accept, respect and appreciate individual differences
- K.7.14.F. Use effective communication skills
- K.7.14.H. Learn how to make and keep friends

Benchmark 16: Acquire Personal Safety Skills

- K.9.16.A. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- K.9.16.C. Learn the difference between appropriate and inappropriate physical contact
- K.9.16.F. Identify resource people in the school and community, and know how to seek their help

FIRST GRADE

SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in first grade is designed to provide a foundation in social skill development. The first grade classroom environment will promote building social skills at home, at school, and in the community. Students will also learn to work cooperatively with their peers and the importance of good sportsmanship when playing together. Academic and career awareness skills was also be implemented into the classroom.

Benchmark 1: Improve Academic Self-Concept

- 1.1.1.B. Display a positive interest in learning
- 1.1.1.C. Take pride in work and in achievement

Benchmark 2: Acquire Skills for Improves Learning

- 1.1.2.C. Use communication skills to know when and how to ask for help when needed

Benchmark 3: Achieve School Success

- 1.1.3.A. Take responsibility for actions
- 1.1.3.D. Demonstrate good listening skills
- 1.1.3.E. Share knowledge

Benchmark 7: Develop Career Awareness

- 1.4.7.D. Learn to interact and work cooperatively in teams

Benchmark 13: Acquire Self-Knowledge

- 1.7.13.A. Develop a positive attitude toward self as a unique and worthy person
- 1.7.13.E. Identify and express feelings
- 1.7.13.F. Distinguish between appropriate and inappropriate behaviors
- 1.7.13.H. Understand the need for self-control and how to practice it
- 1.7.13.L. Identify and recognize changing family roles

Benchmark 14: Acquire Interpersonal Skills

- 1.7.14.C. Recognize, accept, respect and appreciate individual differences
- 1.7.14.F. Use effective communication skills

Benchmark 16: Acquire Personal Safety Skills

- 1.9.16.A. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- 1.9.16.C. Learn the difference between appropriate and inappropriate physical contact
- 1.9.16.F. Identify resource people in the school and community and know how to seek their help

GRADE: 2nd Grade
SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in second grade is designed to provide a foundation in social/emotional, and occupational awareness growth. The second grade classroom environment will promote getting along with others at home, at school, and in the community. It will teach problem solving skills as well as making good choices at school and away from the school setting.

Benchmark 1: Improve Academic Self-Concept

- 2.1.1.A. Share feelings of competence and confidence as a learner
- 2.1.1.D. Accept mistakes as essential to the learning process

Benchmark 3: Achieve School Success

- 2.1.3.A. Take responsibility for their actions
- 2.1.3.D. Demonstrate good listening skills
- 2.1.3.E. Share knowledge

Benchmark 7: Develop Career Awareness

- 2.4.7.D. Learn how to interact and work cooperatively in teams

Benchmark 13: Acquire Self-Knowledge

- 2.7.13.A. Develop a positive attitude toward self as a unique and worthy person
- 2.7.13.E. Identify and express feelings
- 2.7.13.F. Distinguish between appropriate and inappropriate behaviors
- 2.7.13.I. Demonstrate cooperative behavior in groups
- 2.7.13.H. Understand the need for self-control and how to practice it
- 2.7.13.L. Identify and recognize changing family roles

Benchmark 14: Acquire Interpersonal Skills

- 2.7.14.B. Respect alternative points of view
- 2.7.14.C. Recognize, accept, respect and appreciate individual differences
- 2.7.14.D. Recognize, accept, and appreciate ethnic and cultural diversity
- 2.7.14.F. Use effective communication skills
- 2.7.14.H. Learn how to make and keep friends

Benchmark 16: Acquire Personal Safety Skills

- 2.9.16.A. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- 2.9.16.C. Learn the difference between appropriate and inappropriate physical contact
- 2.9.16.D. Demonstrate the ability to assert boundaries, rights and personal privacy
- 2.9.16.F. Identify resource people in the school and community, and know how to seek their help

GRADE: 3rd Grade

SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in third grade is designed to provide a foundation in social/emotional and academic growth. Classroom guidance lessons will promote good study and test taking skills. The third grade curriculum will emphasize getting along with others at school and problem solving relationship issues. Lessons in career awareness and citizenship will become more in depth.

Benchmark 1: Improve Academic Self-Concept

- 3.1.1.A. Share feelings of competence and confidence as a learner
- 3.1.1.D. Accept mistakes as essential to the learning process

Benchmark 3: Achieve School Success

- 3.1.3.A. Take responsibility for their action
- 3.1.3.B. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- 3.1.3.E. Share knowledge

Benchmark 7: Develop Career Awareness

- 3.4.7.B. Learn about the variety of traditional and non-traditional occupations
- 3.4.7.D. Learn how to interact and work cooperatively in teams
- 3.4.7.E. Learn to make decisions

Benchmark 13: Acquire Self-Knowledge

- 3.7.13.F. Distinguish between appropriate and inappropriate behaviors
- 3.7.13.G. Recognize personal boundaries, rights and privacy needs
- 3.7.13.I. Demonstrate cooperative behavior in groups

Benchmark 14: Acquire Interpersonal Skills

- 3.7.14.B. Respect alternative points of view
- 3.7.14.C. Recognize, accept, respect and appreciate individual differences
- 3.7.14.D. Recognize, accept, r and appreciate ethnic and cultural diversity
- 3.7.14.F. Use effective communication skills
- 3.7.14.H. Learn how to make and keep friends

Benchmark 16: Acquire Personal Safety Skills

- 3.9.16.D. Demonstrate the ability to assert boundaries, rights, and personal privacy
- 3.9.16.E. Differentiate between situations requiring peer support and situations requiring adult professional help
- 3.9.16.G. Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 3.9.16.H. Learn about the emotional and physical dangers of substance use and abuse

GRADE: 4th Grade

SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in fourth grade is designed to provide a foundation in academic skills as well as social/behavioral skills and academic skills. The fourth grade classroom environment will promote responsibility, respect, caring, trustworthiness and citizenship at home, school and in the community. Students will continue to build on problem solving skills and become aware of how academic behavior effects post-secondary and career choices.

Benchmark 1: Improve Academic Self-Concept

4.1.1.E. Identify attitudes and behaviors which lead to successful learning

Benchmark 2: Acquire Skills for Improving Learning

4.1.2.D. Apply knowledge of learning styles to positively influence school performance

Benchmark 3: Achieve School Success

4.1.3.A. Take responsibility for their actions

4.1.3.B. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

4.1.3.E. Share knowledge

Benchmark 4: Improve Learning

4.2.4.G. Become self-directed and independent learners

Benchmark 5: Plan to Achieve Goals

4.2.5.A. Establish challenging academic goals in elementary, middle/junior high and high school

Benchmark 7: Develop Career Awareness

4.4.7.B. Learn about a variety of traditional and non-traditional occupations

4.4.7.D. Learn how to interact and work cooperatively in teams

4.4.7.E. Learn to make decisions

Benchmark 13: Acquire Self-Knowledge

4.7.13.B. Identify values, attitudes and beliefs

4.7.13.C. Learn the goal setting process

4.7.13.D. Understand change as a part of growth

4.7.13.E. Distinguish between appropriate and inappropriate behaviors

4.7.13.G. Recognize personal boundaries, rights and privacy needs

4.7.13.H. Understand the need for self-control and how to practice it

4.7.13.I. Demonstrate cooperative behavior in groups

Benchmark 14: Acquire Interpersonal Skills

4.7.14.B. Respect alternative points of view

4.7.14.C. Recognize, accept, respect, and appreciate individual difference

4.7.14.D. Recognize, accept and appreciate ethnic and cultural diversity

4.7.14.F. Use effective communication skills

4.7.14.H. Learn how to make and keep friends

Benchmark 15: Self-Knowledge Applications

- 4.8.15.B. Understand consequences of decisions and choices
- 4.8.15.C. Identify alternative solutions to a problem
- 4.8.15.E. Demonstrate when, where, and how to seek help for solving problems and making decisions
- 4.8.15.H. Know when peer pressure is influencing a decision

Benchmark 16: Acquire Personal Safety Skills

- 4.9.16.D. Demonstrate the ability to assert boundaries, rights, and personal privacy
- 4.9.16.E. Differentiate between situations requiring peer support and situations requiring adult professional help
- 4.9.16.G. Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 4.9.16.H. Learn about the emotional and physical dangers of substance use and abuse
- 4.9.16.I. Learn how to cope with peer pressure

COURSE DESCRIPTION:

The guidance curriculum in fifth grade is designed to provide a foundation in social/emotional and academic growth in the middle school. The fifth grade classroom environment will promote getting along with others at home, at school, and in the community. The fifth grade curriculum will emphasize getting along with others at school and problem solving relationship issues and improved academic achievement.

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Benchmark 1: Improve Academic Self-Concept

5.1.1.E Identify attitudes and behaviors, which lead to successful learning

Benchmark 2: Acquire Skills for Improving Learning

- 5.1.2.A Apply time management and task management skills
- 5.1.2.B Demonstrate how effort and persistence positively affect learning
- 5.1.2.C Use communication skills to know when and how to ask for help when needed
- 5.1.2.D Apply knowledge of learning styles to positively influence school performance

Benchmark 3: Achieve School Success

- 5.1.3.A Take responsibility for their actions
- 5.1.3.B Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- 5.1.3.C Develop a broad range of interests and abilities

Benchmark 7: Develop Career Awareness

5.4.7.D Learn how to interact and work cooperatively in teams

Benchmark 13: Acquire Self-Knowledge

- 5.7.13.A Develop a positive attitude toward self as a unique and worthy person
- 5.7.13.B Identify values, attitudes, and beliefs
- 5.7.13.C Learn Goal setting
- 5.7.13.D Understand change as a part of growth
- 5.7.13.E Identify and express feelings
- 5.7.13.F Distinguish between appropriate and inappropriate behaviors
- 5.7.13.G Recognize personal boundaries, rights and privacy needs
- 5.7.13.H Understand the need for self-control and how to practice it
- 5.7.13.I Demonstrate cooperative behavior in groups
- 5.7.13.J Identify personal strengths and assets
- 5.7.13.K Identify and discuss changing personal and social roles

Benchmark 14: Acquire Interpersonal Skills

- 5.7.14.A Recognize that everyone has rights and responsibilities
- 5.7.14.B Respect alternative points of view
- 5.7.14.C Recognize, accept, respect and appreciate individual differences
- 5.7.14.D Recognize, accept, and appreciate ethnic and cultural diversity
- 5.7.14.E Recognize and respect differences in various family configurations

- 5.7.14.F Use effective communication skills
- 5.7.14.G Know that communication involves speaking, listening, and nonverbal behavior
- 5.7.14.H Learn how to make and keep friends

Benchmark 15: Self-Knowledge Applications

- 5.8.15.A Use a decision-making and problem-solving model
- 5.8.15.B Understand consequences of decisions and choices
- 5.8.15.C Identify alternative solutions to a problem
- 5.8.15.D Develop effective coping skills for dealing with problems
- 5.8.15.E Demonstrate when, where, and how to seek help for solving problems and making decisions
- 5.8.15.F Know how to apply conflict resolution skills

Benchmark 16: Acquire Personal Safety Skills

- 5.9.16.B Learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- 5.9.16.D Demonstrate the ability to assert boundaries, rights, and personal privacy
- 5.9.16.E Differentiate between situations requiring peer support and situations requiring adult professional help
- 5.9.16.F Identify resource people in the school and community, and know how to seek their help
- 5.9.16.G. Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 5.9.16.H Learn about the emotional and physical dangers of substance use and abuse
- 5.9.16.I. Learn how to cope with peer pressure

GRADE: 6th Grade
SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in sixth grade is designed to provide a foundation in social/emotional, academic and occupational growth in the middle school. The sixth grade classroom environment will promote positive decision-making, academic achievement, and career awareness.

Benchmark1: Improve Academic Self-Concept

6.1.1.E Identify attitudes and behaviors, which lead to successful learning

Benchmark 2: Acquire Skills for Improving Learning

- 6.1.2.A. Apply time management and task management skills
- 6.1.2.B Demonstrate how effort and persistence positively affect learning
- 6.1.2.C. Use communication skills to know when and how to ask for help when needed
- 6.1.2.D Apply knowledge of learning styles to positively influence school performances

Benchmark 3: Achieve school Success

- 6.1.3.A Take responsibility for their actions
- 6.1.3.B Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- 6.1.3.C Develop a broad range of interests
- 6.1.3.D Demonstrate positive listening skills
- 6.1.3.E Share Knowledge

Benchmark 7: Develop Career Awareness

- 6.4.7. B Learn about the variety of traditional and nontraditional occupations
- 6.4.7.C Develop an awareness of personal abilities, skills, interests, and motivations
- 6.4.7.D Learn how to interact and work cooperatively in teams
- 6.4.7.E Learn how to make decisions

Benchmark 11: Acquire Knowledge to Achieve Career Goals

6.6.11.A Understand the relationship between educational achievement and career success

Benchmark 13: Acquire Self-Knowledge

- 6.7.13.A Develop a positive attitude toward self as a unique and worthy person
- 6.7.13.B Identify values, attitudes and beliefs
- 6.7.13.C Learn Goal setting
- 6.7.13.D Understand change as a part of growth
- 6.7.13.E Identify and express feelings
- 6.7.13.F Distinguish between appropriate and inappropriate behaviors
- 6.7.13.G Recognize personal boundaries, rights and privacy needs
- 6.7.13.H Understand the need for self-control and how to practice it
- 6.7.13.I Demonstrate cooperative behavior in groups

- 6.7.13.J Identify personal strengths and assets
- 6.7.13.K Identify and discuss changing personal and social roles

Benchmark 14: Acquire Interpersonal Skills

- 6.7.14.A Recognize that everyone has rights and responsibilities
- 6.7.14.B Respect alternative points of view
- 6.7.14.H Learn how to make and keep friends

Benchmark 15: Self-Knowledge Applications

- 6.8.15.A Use a decision-making and problem-solving model
- 6.8.15.B Understand consequences of decisions and choices
- 6.8.15.C Identify alternative solutions to a problem
- 6.8.15.D Develop effective coping skills for dealing with problems
- 6.8.15.H Know when peer pressure is influencing a decision

Benchmark 16: Acquire Personal Safety Skills

- 6.9.16.B Learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- 6.9.16.D Demonstrate the ability to assert boundaries, rights, and personal privacy
- 6.9.16.E Differentiate between situations requiring peer support and situations requiring adult professional help
- 6.9.16.F Identify resource people in the school and community, and know how to seek their help
- 6.9.16.G. Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 6.9.16.H Learn about the emotional and physical dangers of substance use and abuse
- 6.9.16.I. Learn how to cope with peer pressure

GRADE: 7th Grade
SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in seventh grade is designed to provide a foundation in social/emotional, academic and occupational growth. The seventh grade classroom environment will promote positive decision-making, academic achievement, and career awareness.

Benchmark1: Improve Academic Self-Concept

7.1.1.E Identify attitudes and behaviors, which lead to successful learning

Benchmark 2: Acquire Skills for Improving Learning

7.1.2.A Apply time management and task management skills

7.1.2.B Demonstrate how effort and persistence positively affect learning

Benchmark 3: Achieve school Success

7.1.3.A Take responsibility for their actions

7.1.3.B Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

7.1.3.C Develop a broad range of interests

7.1.3.D Demonstrate positive listening skills

7.1.3.E Share Knowledge

Benchmark 7: Develop Career Awareness

7.4.7.B Learn about the variety of traditional and nontraditional occupations

7.4.7.C Develop an awareness of personal abilities, skills, interests, and motivations

7.4.7.D Learn how to interact and work cooperatively in teams

7.4.7.E Learn how to make decisions

7.4.7.F Learn to set goals

7.4.7.G Understand the importance of planning

Benchmark 11: Acquire Knowledge to achieve Career Goals

7.6.11.A Understand the relationship between educational achievement and career success

Benchmark 12: Apply Skills to Achieve Career Goals

7.6.12.A Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.

Benchmark 13: Acquire Self-Knowledge

7.7.13.F Distinguish between appropriate and inappropriate behaviors

7.7.13.G Recognize personal boundaries, rights and privacy

Benchmark 14: Acquire Interpersonal Skills

- 7.7.14.A Recognize that everyone has rights and responsibilities
- 7.7.14.B Respect alternative points of view
- 7.7.14.H Learn how to make and keep friends

Benchmark 15: Self-Knowledge Applications

- 7.8.15.A Use a decision-making and problem-solving model
- 7.8.15.B Understand consequences of decisions and choices
- 7.8.15.C Identify alternative solutions to a problem
- 7.8.15.D Develop effective coping skills for dealing with problems
- 7.8.15.H Know when peer pressure is influencing a decision
- 7.8.15.J Identify alternative ways of achieving goals
- 7.8.15.L Develop an action plan to set and achieve realistic goals

Benchmark 16: Acquire Personal Safety Skills

- 7.9.16.B Learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- 7.9.16.D Demonstrate the ability to assert boundaries, rights, and personal privacy
- 7.9.16.E Differentiate between situations requiring peer support and situations requiring adult professional help
- 7.9.16.F Identify resource people in the school and community, and know how to seek their help
- 7.9.16.G. Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 7.9.16.H Learn about the emotional and physical dangers of substance use and abuse
- 7.9.16.I. Learn how to cope with peer pressure

GRADE: 8th Grade
SUBJECT: Guidance

COURSE DESCRIPTION:

The guidance curriculum in eighth grade is designed to provide a foundation in social/emotional, academic and occupational growth. The eighth grade classroom environment will promote positive decision-making, academic achievement, and career awareness.

Benchmark 1: Improve Academic Self-Concept

8.1.1.E Identify attitudes and behaviors, which lead to successful learning

Benchmark 2: Acquire Skills for Improving Learning

8.1.2.A Apply time management and task management skills

8.1.2.B Demonstrate how effort and persistence positively affect learning

Benchmark 3: Achieve school Success

8.1.3.A Take responsibility for their actions

8.1.3.B Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

8.1.3.C Develop a broad range of interests

8.1.3.D Demonstrate positive listening skills

8.1.3.E Share Knowledge

Benchmark 4: Improve Learning

8.2.4.A Demonstrate the motivation to achieve individual potential

8.2.4.B Learn and apply critical thinking skills

8.2.4.C Apply the study skills necessary for academic success at each level

8.2.4.D Seek informational and support from faculty, staff, family, and peers

8.2.4.E Organize and apply academic information from a variety of sources

8.2.4.F Use knowledge of learning styles to positively influence school performance

8.2.4.G Become self-directed and independent learners

Benchmark 5: Plan to achieve Goals

8.2.5.A Establish challenging academic goals in elementary, middle/junior high and high school

8.2.5.B Use assessment results in educational planning

8.2.5.C Develop and implement an annual plan of study to maximize academic ability and achievement

8.2.5.D Apply knowledge of aptitudes and interests to goal setting

8.2.5.E Use problem-solving and decision-making skills to assess progress toward educational goals

8.2.5.F Understand the relationship between classroom performance and success in school

8.2.5.G Identify post-secondary options consistent with interests, achievement, attitudes and abilities

Benchmark 6: Relate School to Life Experiences

- 8.3.6.A Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- 8.3.6.B Seek co-curricular and community experiences to enhance the school experience
- 8.3.6.C Understand the relationship between learning and work
- 8.3.6.D Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- 8.3.6.E Understand that school success is the transition from student to community member
- 8.3.6.F Understand how school success and academic achievement enhance future career and vocational opportunities

Benchmark 7: Develop Career Awareness

- 8.4.7.A Develop skills to locate, evaluate, and interpret career information
- 8.4.7.B Learn about the variety of traditional and nontraditional occupations
- 8.4.7.C Develop an awareness of personal abilities, skills, interests, and motivations
- 8.4.7.D Learn how to interact and work cooperatively in teams
- 8.4.7.E Learn how to make decisions
- 8.4.7.F Learn to set goals
- 8.4.7.G Understand the importance of planning

Benchmark 11: Acquire Knowledge to Achieve Career Goals

- 8.6.11.A Understand the relationship between educational achievement and career success

Benchmark 12: Apply Skills to achieve Career Goals

- 8.6.12.A Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals

Benchmark 13: Acquire Self-Knowledge

- 8.7.13.F Distinguish between appropriate and inappropriate behaviors
- 8.7.13.G Recognize personal boundaries, rights and privacy needs

Benchmark 14: Acquire Interpersonal Skills

- 8.7.14.A Recognize that everyone has rights and responsibilities
- 8.7.14.B Respect alternative points of view
- 8.7.14.H Learn how to make and keep friends

Benchmark 15: Self-Knowledge Applications

- 8.8.15.A Use a decision-making and problem-solving model
- 8.8.15.B Understand consequences of decisions and choices
- 8.8.15.C Identify alternative solutions to a problem
- 8.8.15.D Develop effective coping skills for dealing with problems
- 8.8.15.H Know when peer pressure is influencing a decision
- 8.8.15.I I Identify long- and short-term goals
- 8.8.15.J Identify alternative ways of achieving goals
- 8.8.15.L Develop an action plan to set and achieve realistic goals

Benchmark 16: Acquire Personal Safety Skills

- 8.9.16.B Learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- 8.9.16.D Demonstrate the ability to assert boundaries, rights, and personal privacy
- 8.9.16.E Differentiate between situations requiring peer support and situations requiring adult professional help
- 8.9.16.F Identify resource people in the school and community, and know how to seek their help
- 8.9.16.G. Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 8.9.16.H Learn about the emotional and physical dangers of substance use and abuse
- 8.9.16.I. Learn how to cope with peer pressure

GRADE: Grades 9-12

SUBJECT: Counseling

COURSE DESCRIPTION:

The high school guidance program will help students continue enhance academic, personal/social, and career development. Guidance lessons will be delivered in group, individual, and classroom settings.

Benchmark 2: Acquire Skills for Improving Learning

9-12.1.2.A Apply time management and task management skills

Benchmark 3: Achieve school success

9-12.2.3.A Take responsibility for their actions

9-12.2.3.D Develop a broad range of interests and abilities

Benchmark 4: Improve Learning

9-12.2.4.C Apply the study skills necessary for academic success at each level

9-12.2.4.D Seek information and support from faculty, staff, family, and peers

9-12.2.4.E Organize and apply academic information from a variety of sources

Benchmark 5: Plan to Achieve Goals

9-12.3.5.A Establish challenging academic goals in elementary, middle/junior high and high school

9-12.3.5.B Use assessment results in educational planning

9-12.3.5.C Develop and implement an annual plan of study to maximize academic ability and achievement

9-12.3.5.G Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Benchmark 6: Relate School to Life Experiences

9-12.3.6.E Understand that school success is the preparation to make the transition from student to community member.

9-12.3.6.F Understand how school success and academic achievement enhance future career and vocational opportunities

Benchmark 7: Develop Career Awareness

9-12.4.7.A Develop skills to locate, evaluate, and interpret career information

9-12.4.7.H Pursue and develop competency in areas of interest

9-12.4.7.I Develop hobbies and vocational interests

9-12.4.7.J Balance between work and leisure time

Benchmark 8: Develop Employment Readiness

9-12.4.8.A Acquire employability skills such as working on a team, problem-solving and organizational skills

9-12.4.8.B Apply job readiness skills to seek employment opportunities

9-12.4.8.C Demonstrate knowledge about the changing workplace

9-12.4.8.D Learn about the rights and responsibilities of employers and employees

9-12.4.8.E Learn to respect individual uniqueness in the workplace

9-12.4.8.F Learn how to write a resume

9-12.4.8.G Develop a positive attitude toward work and learning

- 9-12.4.8.H Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- 9-12.4.8.I Utilize time and time management skills

Benchmark 9: Acquire Career Information

- 9-12.5.9.A Apply decision-making skills to career planning, course selection, and career transitions
- 9-12.5.9.B Identify personal skills, interests, and abilities and relate them to current career choices
- 9-12.5.9.C Demonstrate knowledge of career planning process
- 9-12.5.9.D Know the various ways which occupations can be classified
- 9-12.5.9.E Use research and information resources to obtain career information
- 9-12.5.9.F Learn to use the internet to access career planning information
- 9-12.5.9.G Describe traditional and non-traditional occupations and how these relate to career choice
- 9-12.5.9.H Understand how changing economic and societal needs influence employment trends and future training

Benchmark 10: Identify Career Goals

- 9-12.5.10.A Demonstrate awareness of the education and training needed to achieve career goals
- 9-12.5.10.B Access and modify their educational plan to support career goals
- 9-12.5.10.C Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences
- 9-12.5.10.D Select course work that is related to career interests
- 9-12.5.10.E Maintain a career planning portfolio

Benchmark 11: Acquire Knowledge to Achieve Career Goals

- 9-12.6.11.A Understand the relationship between educational achievement and career success
- 9-12.6.11.B Explain how work can help to achieve personal success and satisfaction
- 9-12.6.11.C Identify personal preferences and interests which influence career choices and success
- 9-12.6.11.D Understand that the changing workplace requires lifelong learning and acquiring new skills
- 9-12.6.11.E Describe the effect of work on lifestyles
- 9-12.6.11.F Understand the importance of equity and access in career choice
- 9-12.6.11.G Understand that work is an important and satisfying means of personal expression

Benchmark 12: Apply Skills to Achieve Career Goals

- 9-12.6.12.A Demonstrate how interest, abilities, and achievement relate to achieving personal, social, and educational and career goals.
- 9-12.6.12.B Learn how to use conflict management skills with peers and adults
- 9-12.6.12.C Learn to work cooperatively with others as a team member
- 9-12.6.12.D Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

Benchmark 14: Acquire Interpersonal Skills

- 9-12.7.14.A Recognize that everyone has rights and responsibilities
- 9-12.7.14.C Recognize, accept, respect and appreciate individual differences
- 9-12.7.14.D Recognize, accept and appreciate ethnic and cultural diversity

Benchmark 15: Self-Knowledge Applications

- 9-12.8.15.G Demonstrate a respect and appreciation for individual and cultural differences
- 9-12.8.15.J Identify alternative ways of achieving goals
- 9-12.8.15.K Use persistence and perseverance in acquiring knowledge and skills
- 9-12.8.15.L Develop an action plan to set and achieve realistic goals

Benchmark 16: Acquire Personal Safety Skills

- 9-12.9.16.B Learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- 9-12.9.16.C Learn the difference between appropriate and inappropriate physical contact
- 9-12.9.16.D Demonstrate the ability to assert boundaries, rights, and personal privacy
- 9-12.9.16.H Learn about the emotional and physical dangers of substance use and abuse
- 9-12.9.16.I Learn how to cope with peer pressure
- 9-12.9.16.J Learn techniques for managing stress and conflict
- 9-12.9.16.K Learn coping skills for managing life events