



**BOONE COMMUNITY SCHOOL DISTRICT**

*Promoting a culture of safety, respect, and collaboration*

# ***Guidance Curriculum and Counseling Plan of Services***

The mission of the Boone Community School District is to provide an educational environment that promotes academic and extra curricular excellence and the development of good character in our students.

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## **Appendix—to be found in separate file**

BCSD Counseling Mission and Philosophy  
BCSD School Counselor Evaluation  
Ethical Standards for School Counselors

## **Development Process**

The Boone Community School District counselors and administration have engaged in a process to develop the *Guidance Curriculum and Counseling Plan of Services*. A periodic review and renewal of the *Guidance Curriculum and Counseling Plan of Services* was conducted during the 2011-2012 school year. This process was part of an effort to acknowledge and manage changes through continuous improvement in teaching and learning contributing to the revision of a comprehensive program to support the personal/social, academic and career learning needs of all students.

Developing and implementing a comprehensive guidance curriculum and counseling services is a systemic change that leads to a positive climate and environment for learning that is collaboratively and intentionally designed. This comprehensive developmental counseling program delivers learning to all students by all staff members empowering self-worth and individual potential in becoming a productive member of society. The integration of rigorous academic curriculum and positive pro-social climate contributes to academic excellence.

The *Guidance Curriculum and Counseling Plan of Services* is unique in that it describes comprehensive program services and management as well as establishes parameters for the content and delivery of a developmentally appropriate guidance curriculum.

The domains of the guidance curriculum, counseling services and delivery systems are aligned with the *Iowa Comprehensive Counseling and Guidance Program Development Guide* and the *National Standards for School Counseling Programs* of the American School Counselor Association's *The ASCA National Model: A Framework for School Counseling Programs*.

The collaborative development process included direct involvement of counseling personnel and representative input of other stakeholders to identify needs and establish a process for the development of standards and benchmarks.

### **Counseling Committee Membership**

|   |                 |
|---|-----------------|
| Linda Downs                                 | OK-1 Counselor  |
| Pam Winter-Miller                           | 2-4 Counselor   |
| Karlene Hughes & Sue Gradoville             | 5-8 Counselors  |
| Megan McIntyre, Megan Curry, & Kathy Weaver | 9-12 Counselors |
| Dr. Brad Manard                             | Administration  |

Following review of a draft of the *Guidance Curriculum and Counseling Plan of Services* by the School Improvement Advisory Committee, a recommendation for approval will be brought before the Boone Community School District Board of Education.

## **Counseling Framework**

### ***Philosophy Statement***

The *Guidance Curriculum and Counseling Plan of Services* is prevention-focused for all students. In this developmental framework, the counselor's philosophy is to help students help themselves. The program is proactive as it anticipates personal/social, academic and career needs at various developmental levels. The program is both instructive and responsive, promoting lifelong learning among students. It is an integral part of the total school.

### ***Benefits of a Comprehensive School Counseling Program***

Developing and implementing comprehensive guidance curriculum and counseling services encompasses a philosophy and culture that creates a setting where resources are directed toward people, places, programs, processes, and policies that are inviting.

Comprehensive counseling services lead to a positive climate and environment for learning that is collaboratively and intentionally nurtured. To accomplish this, partnerships between counselors, students, families, educators and the community at-large are essential. Through these partnerships, proactive, preventive and developmental programs can be created that will benefit all students at all levels and developmental stages. Understanding how a developmental counseling program contributes to the education of all students is essential. All stakeholders including students, parents/families, educators, board of education and the community at-large benefit from comprehensive efforts to ensure the well-being of each student in the following ways:

- Supports personal/social, academic and career development to increase student success
- Ensures equitable access to educational opportunities and school and community resources
- Ensures academic planning for each student
- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration between counselors and teachers
- Enhances articulation and transition of students to post-secondary institutions/options
- Analyzes data to improve school climate and student achievement

### ***Counseling Domains***

The BCSD *Guidance Curriculum and Counseling Plan of Services* facilitate student development in three broad interrelated domains. The three domains of guidance curriculum and counseling services support student personal/social, academic and career development. Each domain encompasses a variety of desired competencies, skills, attitudes and specific knowledge. The delivery methods, strategies, activities and resources utilized within each domain reflect student developmental and situational needs.

The personal/social domain supports the development of skills, attitudes and knowledge necessary for an understanding of and respect of self and others. This domain also develops effective interpersonal communication and encourages the development of productive, contributing, and caring citizens.

The academic domain includes the acquisition of skills in decision-making, problem solving, goal setting and critical thinking and the application of these to learning.

The career domain provides the foundation for students to develop awareness, explore and prepare to make informed, successful transitions to post-secondary learning and work.

### ***School Counseling Program Delivery System***

The *Guidance Curriculum and Counseling Plan of Services* delivery system consists of four components and describes services, activities and curriculum to support student personal/social, academic and career development. The *guidance curriculum* component identifies, organizes and integrates the content and processes of instructional experiences that are intentionally designed to engage all students in a series of planned events to foster personal/social, academic and career development. The *individual planning*

component provides each student an opportunity to work closely with parents/guardians, teachers, and counselors to develop, monitor and manage educational plans and post-secondary options. Counselors provide effective advising and use assessment instruments and processes validly and appropriately. The *responsive services* component responds to direct and immediate needs of students and is focused on effectively using individual and small group counseling, as well as advisory services and consultation with teachers, students, and families. The *system support* component refers to all aspects of school culture related to the scope and sequence of appropriate topics to support the academic and personal/social development for all students at all levels and developmental stages through effective leadership, advocacy, collaboration and program management.

**Program Delivery Components Time Allocation**

|                             | Elementary<br>Grades OK-4 | Middle School<br>Grades 5-8 | High School<br>Grades 9-12 |
|-----------------------------|---------------------------|-----------------------------|----------------------------|
| Guidance Curriculum         | 35-45%                    | 25-35%                      | 15-25%                     |
| Individual Student Planning | 5-10%                     | 15-25%                      | 25-35%                     |
| Responsive Services         | 30-40%                    | 30-40%                      | 25-35%                     |
| System Supports             | 10-15%                    | 10-15%                      | 15-20%                     |

**Counselor Role**

School counselors are important members of the educational community. Counselors implement and evaluate comprehensive school counseling programs focused on maximizing student achievement. While maintaining a current knowledge of equity and diversity issues, counselors advocate for all students in the areas of personal/social, academic and career development. Counselors also serve in the unique capacity as an advocate for families and staff. Counselors abide by the ASCA Code of Ethics in practice and use ASCA’s National Standards as a guide in promoting and enhancing student learning.

**Primary Functions**

A counselor provides a comprehensive, developmental guidance curriculum and counseling services for all students. The counselor structures activities to meet the needs of students; consults with teachers, staff, and parents to enhance effectiveness in helping students helping themselves in acquiring the attitudes, knowledge, and skills that contribute to productive learning in school and across the life span; and works in harmony with school staff to promote educational programs.

| <b>Component</b>  | <b>Role of the School Counselor</b>  |
|---|--|
| <b>Guidance Curriculum</b><br>Provides guidance content in a systematic way to all students | <ul style="list-style-type: none"> <li>• Implement the developmental guidance curriculum designed to help students achieve standards and competencies</li> <li>• Collaborate with faculty in teaching activities related to personal/social development</li> <li>• Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students</li> </ul> |
| <b>Individual Planning</b><br>Helps students monitor and understand their own development   | <ul style="list-style-type: none"> <li>• Guide individuals and groups of students through the development of educational, career, and personal plans</li> <li>• Coordinate parent participation in the student individual planning process</li> <li>• Assist students in developing a 4-year Core Curriculum Plan</li> <li>• Interpret test results appropriately (ITBS/ITED, PLAN, ACT)</li> </ul>                |
| <b>Responsive Services</b><br>Addresses immediate concerns of students                      | <ul style="list-style-type: none"> <li>• Counsel students individually about their concerns using accepted theories and techniques appropriate to school counseling</li> <li>• Conduct structured, goal oriented groups to meet students’ needs for learning</li> <li>• Consult and collaborate with parents, teachers, and educators to maximize</li> </ul>   |

student achievement

- Use an effective advisory process to help students and families access special in-district programs and community resources

**System Supports**

Includes program and staff support activities and leadership

- Implement, maintain, and enhance the total school counseling program through assessment and evaluation
- Coordinate or participate in school improvement initiatives
- Pursue professional growth through staff development
- Attend relevant workshops and conferences sponsored by state and national organizations

## ***Guidance Curriculum***

The purpose of a comprehensive guidance curriculum is to ensure the engagement of each student in systemic, proactive and preventive learning opportunities intended to promote knowledge, attitudes, skills and development in personal/social, academic and career domains. The guidance curriculum of the Boone Community School District is closely aligned with the American School Counselor Association's *The ASCA National Model: A Framework for School Counseling Programs* and the *Iowa Comprehensive Counseling and Guidance Program Development Guide*. The Counseling Committee reviewed these national and Iowa frameworks in developing standards and benchmarks best suited for the needs of the students, families and staff of the Boone Community School District.

The comprehensive, developmental and sequential guidance curriculum contains standards and benchmarks, lessons and/or services to support them, as well as suggested evaluation strategies. These standards and benchmarks set the direction and guide the delivery of the prevention focused guidance curriculum empowering each student to achieve success in school and to develop into a contributing member of society.

## ***Standards and Benchmarks***

Standards and benchmarks serve as a foundation for the developmental component of a comprehensive counseling program. Counselors arrange the scope and sequence of the Boone Community School District guidance curriculum standards and benchmarks based on the grades they serve. This planned and flexible scope and sequence of activities identifies specific procedures, and discussion themes emphasizing awareness, knowledge, and skills.

## ***Personal/Social Development***

Standards in the personal/social development domain guide counselors to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

### ***Standards***

- A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B: Students will make decisions, set goals and take necessary actions to achieve goals.
- C: Students will understand safety and survival skills.

## ***Academic Development***

Standards in the academic development domain guide counselors to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

### ***Standards***

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

## ***Career Development***

Standards in the career development domain guide counselors to implement strategies and activities to support and enable the student to develop a positive attitude toward work and to develop the necessary skills to make a successful transition from school to the world of work and from job to job across the career life span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work.

*Standards*

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between personal qualities, education, training, and the world of work.



## CURRICULUM MAP

| Month         | Content                     | Standards & Benchmarks   | Skills   | Assessments  | Essential Questions  | Instructional Strategies  |
|---------------|-----------------------------|--|--|--|--|---|
| September K-4 | Character Counts -- Respect | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and inter-personal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>How do I show respect for self, others, animals, and environment?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p>differences</p> <ul style="list-style-type: none"> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Recognize and respect differences in various family configurations</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul> |   |  |  |
|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p>  | <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> <li>• Know when peer pressure is influencing a decision</li> </ul> |  |  |

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|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills</p> | <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn the difference between appropriate and inappropriate physical contact</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn how to cope with peer pressure</li> </ul> |  |  |  |
|--|--|---|--|--|--|--|

## CURRICULUM MAP

| Month          | Content                            | Standards & Benchmarks  | Skills  | Assessments  | Essential Questions  | Instructional Strategies  |
|----------------|------------------------------------|---|---|--|--|---|
| October<br>K-4 | Character Counts -- Responsibility | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>How do I show that I am responsible at home; at school; in my community; to the environment; and for my behavior?</p> <p>Why is it important to behave responsibly?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> | <p>individual differences</p> <ul style="list-style-type: none"> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Recognize and respect differences in various family configurations</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> </ul> |  |  |  |
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|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills</p> | <ul style="list-style-type: none"> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</li> <li>• Learn the difference between appropriate and inappropriate physical contact</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn how to cope with peer pressure</li> </ul> |  |  |  |
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|--|--|--|---|--|--|--|
|  |  | <p><b>Domain A:</b><br/>Academic</p> <p><b>Standard 1:</b><br/>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span</p> | <p><b>Competency:</b> Improve Academic Self-Concept</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Take pride in work and in achievement</li> <li>• Accept mistakes as essential to the learning process</li> <li>• Identify attitudes and behaviors which lead to successful learning</li> </ul> <p><b>Competency:</b> Acquire Skills for Improving Learning</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Apply time management and task management skills</li> <li>• Demonstrate how effort and persistence positively affect learning</li> </ul> <p><b>Competency:</b> Achieve School Success</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for their actions</li> <li>• Develop a broad range of interests and abilities</li> </ul> |  |  |  |
|--|--|--|---|--|--|--|

## CURRICULUM MAP

| Month           | Content                    | Standards & Benchmarks  | Skills   | Assessments  | Essential Questions   | Instructional Strategies  |
|-----------------|----------------------------|---|--|--|---|---|
| November<br>K-4 | Character Counts -- Caring | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect,</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>How do I show that I care for myself, others, animals, my community, and my environment?</p> <p>What does it mean to be a caring person?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |



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|--|--|--|--|--|--|--|
|  |  | <p>and appreciate individual differences</p> <ul style="list-style-type: none"> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Recognize and respect differences in various family configurations</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> <p><b>Standard 9:</b><br/>Students will understand safety</p> | <p>and appreciate individual differences</p> <ul style="list-style-type: none"> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Recognize and respect differences in various family configurations</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> |  |  |  |
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|--|--|---------------------|---|--|--|--|
|  |  | and survival skills | <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn the difference between appropriate and inappropriate physical contact</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn how to cope with peer pressure</li> </ul> |  |  |  |
|--|--|---------------------|---|--|--|--|

## CURRICULUM MAP

| Month           | Content   | Standards & Benchmarks  | Skills   | Assessments  | Essential Questions                             | Instructional Strategies  |
|-----------------|-----------|---|--|--|---|---|
| December<br>K-4 | Drug Free | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire self-knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Understand change as a part of growth</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Identify personal strengths and assets</li> <li>• Identify and discuss changing personal and social roles</li> <li>• Identify and recognize changing family roles</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Use effective communication</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | How do I say no to tobacco, alcohol, and drugs? | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> <p><b>Standard 9:</b><br/>Students will understand safety and survival skills</p> | <p>skills</p> <ul style="list-style-type: none"> <li>• Learn how to make and keep friends</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> </ul> |  |  |  |
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|  |  |  | <ul style="list-style-type: none"><li>• Differentiate between situations requiring peer support and situations requiring adult professional help</li><li>• Identify resource people in the school and community, and know how to seek their help</li><li>• Apply effective problem solving and decision-making skills to make safe and healthy choices</li><li>• Learn about the emotional and physical dangers of substance use and abuse</li><li>• Learn how to cope with peer pressure</li><li>• Learn techniques for managing stress and conflict</li><li>• Learn coping skills for managing life events</li></ul> |  |  |  |
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## CURRICULUM MAP

| Month          | Content       | Standards & Benchmarks  | Skills   | Assessments  | Essential Questions   | Instructional Strategies  |
|----------------|---------------|---|--|--|---|---|
| January<br>K-4 | Anti-Bullying | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire self-knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> <li>• Identify personal strengths and assets</li> </ul> <p><b>Competency:</b> Acquire interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect,</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>What do bully behaviors look like and sound like?</p> <p>How do I stand up against a bully?</p> <p>Do I need to change my behavior(s)?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p>and appreciate individual differences</p> <ul style="list-style-type: none"> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Recognize and respect differences in various family configurations</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Know when peer pressure is influencing a decision</li> <li>• Use persistence and perseverance in acquiring knowledge and skills</li> </ul> |  |  |  |
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|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills</p> | <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Learn the difference between appropriate and inappropriate physical contact</li> <li>• Differentiate between situations requiring peer support and situation requiring adult professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn techniques for managing stress and conflict</li> <li>• Learn coping skills for managing life events</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month           | Content                      | Standards & Benchmarks  | Skills   | Assessments  | Essential Questions   | Instructional Strategies  |
|-----------------|------------------------------|---|--|--|---|---|
| February<br>K-4 | Character Counts -- Fairness | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire self-knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> <li>• Identify and recognize changing family roles</li> </ul> <p><b>Competency:</b> Acquire interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>What is fairness, and what does a fair person do?</p> <p>How does fairness and unfairness affect your relationships with others?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  |   | <p>differences</p> <ul style="list-style-type: none"> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul>  |  |  |  |
|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> | <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Know when peer pressure is influencing a decision</li> </ul> |  |  |  |
|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills</p>                                 | <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws,</li> </ul>   |  |  |  |

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|  |  |  | <p>safety, and the protection of an individual's rights</p> <ul style="list-style-type: none"> <li>• Learn the difference between appropriate and inappropriate physical contact</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> <li>• Differentiate between situations requiring peer support and situations requiring adult professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn how to cope with peer pressure</li> <li>• Learn techniques for managing stress and conflict</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month        | Content                              | Standards & Benchmarks  | Skills  | Assessments  | Essential Questions   | Instructional Strategies  |
|--------------|--------------------------------------|---|---|--|---|---|
| March<br>K-4 | Character Counts/<br>Trustworthiness | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire self-knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Identify values, attitudes, and beliefs</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> </ul> <p><b>Competency:</b> Acquire interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>What are the characteristics of a trustworthy person?</p> <p>Why is it important to be a trustworthy person?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> <p><b>Standard 9:</b><br/>Students will understand safety and survival skills</p> | <ul style="list-style-type: none"> <li>• Recognize, accept and appreciate ethnic and cultural diversity</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> <li>• Learn how to make and keep friends</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Know when peer pressure is influencing a decision</li> <li>• Use persistence and perseverance in acquiring knowledge and skills</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> </ul> |  |  |  |
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|  |  |  | <ul style="list-style-type: none"><li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li><li>• Identify resource people in the school and community, and know how to seek their help</li><li>• Learn how to cope with peer pressure</li></ul> |  |  |  |
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## CURRICULUM MAP

| Month        | Content                         | Standards & Benchmarks  | Skills   | Assessments  | Essential Questions                            | Instructional Strategies  |
|--------------|---------------------------------|---|--|--|--|---|
| April<br>K-4 | Character Counts -- Citizenship | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Understand change as a part of growth</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> <li>• Demonstrate cooperative behavior in groups</li> <li>• Identify personal strengths and assets</li> <li>• Identify and discuss changing personal and social roles</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>What does it mean to be a good citizen?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals</p> | <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>• Use effective communication skills</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Know when peer pressure is influencing a decision</li> <li>• Use persistence and perseverance in acquiring knowledge and skills</li> </ul> |  |  |  |
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|  |  | <b>Standard 9:</b><br>Students will understand safety and survival skills | <b>Competency:</b> Acquire Personal Safety Skills<br><br><b>Indicators: (Benchmarks)</b> <ul style="list-style-type: none"><li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li></ul> |  |  |  |
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## CURRICULUM MAP

| Month      | Content          | Standards & Benchmarks   | Skills  | Assessments  | Essential Questions   | Instructional Strategies  |
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| May<br>K-2 | Career Education | <p><b>Domain B: Career Development</b></p> <p><b>Standard 4:</b><br/>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> | <p><b>Competency:</b> Develop Career Awareness</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the variety of traditional and non-traditional occupations</li> <li>• Learn how to interact and work cooperatively in teams</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>What jobs do people have and which ones would I like to do when I grow up?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

## CURRICULUM MAP

| Month              | Content                        | Standards & Benchmarks   | Skills   | Assessments  | Essential Questions   | Instructional Strategies  |
|--------------------|--------------------------------|--|--|--|---|---|
| <p>May<br/>3-4</p> | <p><b>Career Education</b></p> | <p><b>Domain B: Career Development</b></p> <p><b>Standard 4:</b><br/>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> | <p><b>Competency:</b> Develop Career Awareness</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the variety of traditional and non-traditional occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> <li>• Learn how to interact and work cooperatively in teams</li> <li>• Learn how to set goals</li> </ul> <p><b>Competency:</b> Develop Employment Readiness</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Acquire employability skills such as working on a team, problem-solving and organizational skills</li> <li>• Learn how to write a resume</li> <li>• Develop a positive attitude toward work and learning</li> <li>• Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> <li>• KWL</li> </ul> | <p>What skills and abilities do I need to be a good employee?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Projects</li> </ul> |

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|  |  | <p><b>Standard 5:</b><br/>Students will employ strategies to achieve further career success and satisfaction.</p> <p><b>Standard 6:</b><br/>Students will understand the relationship between personal qualities, education, training, and the world of work.</p> | <p><b>Competency:</b> Identify Career Goals</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the education and training needed to achieve career goals</li> </ul> <p><b>Competency:</b> Acquire Knowledge to Achieve Career Goals</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between educational achievement and career success</li> <li>• Identify personal preferences and interests which influence career choices and success</li> <li>• Describe the effect of work on lifestyles</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month                | Content      | Standards & Benchmarks  | Skills  | Assessments   | Essential Questions   | Instructional Strategies   |
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| September<br>Grade 5 | Study Skills | <p><b>Domain A:</b><br/>Academic</p> <p><b>Standard 1:</b><br/>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> | <p><b>Competency:</b> Improve Academic Self-Concept</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Articulate feelings of competence and confidence as a learner</li> <li>• Take pride in work and in achievement</li> <li>• Accept mistakes as essential to the learning process</li> <li>• Identify attitudes and behaviors which lead to successful learning</li> </ul> <p><b>Competency:</b> Acquire Skills for Improving Learning</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Apply time management and task management skills</li> <li>• Demonstrate how effort and persistence positively affect learning.</li> <li>• Use communication skills to know when and how to ask for help when needed</li> </ul> <p><b>Competency:</b> Achieve School Success</p> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Classroom work</li> </ul> | <p>What study skills do I need in order to be a successful student?</p> <p>Why is it important to have good study skills?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Classroom activities</li> <li>• Student worksheets</li> </ul> |

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|  |  | <p><b>Standard 3:</b><br/>Students will understand the relationship of academics to the world of work, to life, at home, and in the community.</p> | <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for their actions</li> <li>• Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</li> <li>• Demonstrate dependability, productivity and initiative</li> </ul> <p><b>Competency:</b> Relate School to Life Experiences</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to balance school studies, extracurricular activities, leisure time, and family life</li> <li>• Understand how school success and academic achievement enhance future career and vocational opportunities</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month                             | Content                      | Standards & Benchmarks   | Skills  | Assessments   | Essential Questions                                    | Instructional Strategies   |
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| <p><b>October<br/>Grade 5</b></p> | <p><b>Drug Awareness</b></p> | <p><b>Domain C:<br/>Personal/Social</b></p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Distinguish between appropriate and inappropriate behavior</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Unit test/<br/>project</li> </ul> | <p>How do I say no to drugs, alcohol, and tobacco?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Posters</li> <li>• Classroom activities</li> <li>• Student work</li> <li>• Projects</li> <li>• DVDs/Videos</li> </ul> |

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|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Differentiate between situations requiring peer support and situations requiring adult professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn about the emotional and physical dangers of substance use and abuse</li> <li>• Learn how to cope with peer pressure</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month               | Content  | Standards & Benchmarks  | Skills   | Assessments   | Essential Questions   | Instructional Strategies  |
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| November<br>Grade 5 | Bullying | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Understand the need for self-control and how to practice it</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Behavior reports</li> <li>• Survey</li> </ul> | <p>What do bully behaviors look like and sound like?</p> <p>How do I stand up against a bully?</p> <p>Do I need to change my behavior(s)?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student projects</li> </ul> |

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|  |  | <p>action to achieve goals.</p> <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <p>decisions and choices</p> <ul style="list-style-type: none"> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Differentiate between situations requiring peer support and situations requiring adult professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Learn how to cope with peer pressure</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month               | Content          | Standards & Benchmarks   | Skills   | Assessments   | Essential Questions  | Instructional Strategies   |
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| December<br>Grade 5 | Career Awareness | <p><b>Domain B: Career</b></p> <p><b>Standard 7:</b><br/>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> | <p><b>Competency: Develop Career Awareness</b></p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the variety of traditional and non-traditional occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> </ul> <p><b>Competency: Develop Employment Readiness</b></p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Acquire employability skills such as working on a team, problem-solving, and organizational skills</li> <li>• Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Survey</li> </ul> | <p>What jobs do people have and which ones would I like to do in the future?</p> <p>What skills and abilities do I need to be a good employee?</p> | <ul style="list-style-type: none"> <li>• Classroom activities</li> <li>• Student projects</li> <li>• Student worksheets</li> </ul> |

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|  |  | <p><b>Standard 5:</b><br/>Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p><b>Standard 6:</b><br/>Students will understand the relationship between personal qualities, education, training, and the world of work.</p> | <p><b>Competency:</b> Acquire Career Information</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Identify personal skills, interests, and abilities and relate them to current career choices</li> <li>• Know the various ways which occupations can be classified</li> </ul> <p><b>Competency:</b> Acquire Knowledge to Achieve Career Goals</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between educational achievement and career success</li> </ul> <p><b>Competency:</b> Apply Skills to Achieve Career Goals</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn to work cooperatively with others as a team member</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month              | Content          | Standards & Benchmarks  | Skills   | Assessments   | Essential Questions  | Instructional Strategies  |
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| January<br>Grade 5 | Personal Hygiene | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Understand change as a part of growth</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Unit test</li> <li>• Student project</li> </ul> | <p>Why is it important to have good personal hygiene?</p> <p>What are the elements of good personal hygiene?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Videos/DVDs</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Student projects</li> </ul> |

## CURRICULUM MAP

| Month               | Content         | Standards & Benchmarks   | Skills  | Assessments   | Essential Questions   | Instructional Strategies   |
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| February<br>Grade 5 | Personal Safety | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Identify values, attitudes, and beliefs</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Use effective communication skills</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>Why is it necessary to know personal safety skills?</p> <p>What steps do I need to follow for different emergencies?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Classroom activities</li> <li>• Student projects</li> <li>• Student worksheets</li> </ul> |

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|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</li> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> <li>• Differentiate between situations requiring peer support and situations requiring adult professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month                                  | Content                       | Standards & Benchmarks  | Skills  | Assessments   | Essential Questions   | Instructional Strategies   |
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| <p><b>March</b><br/><b>Grade 5</b></p> | <p><b>Decision-Making</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Understand the need for self-control and how to practice it</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect and appreciate individual differences</li> <li>• Use effective communication skills</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>What are the steps in making a good decision?</p> <p>How do I recognize a good decision from a bad decision?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Student projects</li> </ul> |



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|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> | <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learn how to cope with peer pressure</li> </ul> |  |  |  |
|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p>                                 |  |  |  |  |

## CURRICULUM MAP

| Month                                  | Content                  | Standards & Benchmarks   | Skills  | Assessments   | Essential Questions  | Instructional Strategies   |
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| <p><b>April</b><br/><b>Grade 5</b></p> | <p><b>Friendship</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand change as a part of growth</li> <li>• Identify and express feelings</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Learn how to make and keep friends</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Know when peer pressure is influencing decisions</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>What are the characteristics of a good friend/ friendship?</p> <p>What kind of friend am I?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Student projects</li> </ul> |

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|  |  | <b>Standard 9:</b><br>Students will understand safety and survival skills. | <b>Competency:</b> Acquire Personal Safety Skills<br><br><b>Indicators: (Benchmarks)</b> <ul style="list-style-type: none"><li>• Learn how to cope with peer pressure</li></ul> |  |  |  |
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## CURRICULUM MAP

| Month                                | Content                          | Standards & Benchmarks   | Skills  | Assessments   | Essential Questions  | Instructional Strategies   |
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| <p><b>May</b><br/><b>Grade 5</b></p> | <p><b>Character Building</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Distinguish between appropriate and in-appropriate behaviors</li> <li>• Demonstrate cooperative behavior in groups</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize, accept, respect, and appreciate individual differences</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Use persistence and</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>List the character traits that help me be a good student and citizen.</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Student projects</li> </ul> |

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|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <p>perseverance in acquiring knowledge and skills</p> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> </ul> |  |  |  |
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## CURRICULUM MAP

| Month                               | Content  | Standards & Benchmarks  | Skills   | Assessments   | Essential Questions  | Instructional Strategies   |
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| <p><b>Session 1<br/>Grade 6</b></p> | <p><b>Introduce the role of the Counselor(s)</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Differentiate between situations requiring peer support and situations requiring adult professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>What are the different roles the counselor has in the school setting?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Classroom activities</li> <li>• Student worksheets</li> <li>• Student projects</li> </ul> |

## CURRICULUM MAP

| Month  | Content                         | Standards & Benchmarks   | Skills  | Assessments   | Essential Questions  | Instructional Strategies   |
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| <p><b>Session 2 and 3</b><br/><b>Grade 6</b></p> | <p><b>Gossip and Hazing</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Know that communication involves speaking, listening, and nonverbal behavior</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>Define and give examples of gossip and hazing.</p> <p>What are appropriate behaviors toward others that would not involve gossip and/or hazing?</p> | <ul style="list-style-type: none"> <li>• Classroom activities</li> <li>• Student projects</li> <li>• Student worksheets</li> <li>• Literature</li> </ul> |

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|  |  | <p>decisions, set goals, and take necessary action to achieve goals.</p>           | <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> <li>• Know when peer pressure is influencing a decision</li> </ul> |  |  |  |
|  |  | <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Apply effective problem-solving and decision-making to make safe and health choices</li> </ul>                 |  |  |  |



## CURRICULUM MAP

| Month                                     | Content                             | Standards & Benchmarks  | Skills   | Assessments   | Essential Questions  | Instructional Strategies   |
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| <p><b>Session 4 and 5<br/>Grade 6</b></p> | <p><b>Relational Aggression</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and in-appropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Understand the need for self-control and how to practice it</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Behavior reports</li> <li>• Survey</li> </ul> | <p>Give examples of relational aggressive behaviors you have identified within the school and community.</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Student projects</li> <li>• Student worksheets</li> <li>• Classroom activities</li> </ul> |

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|  |  | <p>action to achieve goals.</p> <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Understand consequences of decisions and choices</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> <li>• Know when peer pressure is influencing a decision</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</li> <li>• Learn the difference between appropriate and inappropriate physical contact</li> <li>• Demonstrate the ability to assert boundaries, rights, and personal privacy</li> <li>• Differentiate between situations requiring peer support and situations requiring professional help</li> <li>• Identify resource people in the school and community, and know how to seek their help</li> <li>• Apply effective problem-</li> </ul> |  |  |  |
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|  |  |  | solving and decision-making skills to make safe and healthy choices |  |  |  |
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## CURRICULUM MAP

| Month                                     | Content   | Standards & Benchmarks  | Skills  | Assessments   | Essential Questions  | Instructional Strategies   |
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| <p><b>Session 5 and 6<br/>Grade 6</b></p> | <p><b>Healthy Relationships and Diversity/Tolerance</b></p> | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators:<br/>(Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Identify and express feelings</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Recognize personal boundaries, rights, and privacy needs</li> <li>• Identify personal strengths and assets</li> </ul> <p><b>Competency:</b> Acquire Interpersonal Skills</p> <p><b>Indicators:<br/>(Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Recognize that everyone has rights and responsibilities</li> <li>• Respect alternative points of view</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> <li>• Behavior reports</li> </ul> | <p>What are the characteristics of a healthy relationship?</p> <p>Am I involved with healthy relationships?<br/>If not, what can “I” change?</p> <p>How and why is it important to respect diversity and tolerance in school, work, and/or community situations?</p> | <ul style="list-style-type: none"> <li>• Literature</li> <li>• Student projects</li> <li>• Student worksheets</li> <li>• Classroom activities</li> </ul> |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p><b>Standard 9:</b><br/>Students will understand safety and survival skills.</p> | <ul style="list-style-type: none"> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Recognize, accept, and appreciate ethnic and cultural diversity</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators:<br/>(Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a respect and appreciation for individual and cultural differences</li> </ul> <p><b>Competency:</b> Acquire Personal Safety Skills</p> <p><b>Indicators:<br/>(Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> </ul> |  |  |  |
|--|--|---|--|--|--|--|

## CURRICULUM MAP

| Month                       | Content               | Standards & Benchmarks   | Skills  | Assessments   | Essential Questions   | Instructional Strategies   |
|-----------------------------|-----------------------|--|---|---|---|--|
| Sessions 7 and 8<br>Grade 6 | Transition activities | <p><b>Domain C:</b><br/>Personal/Social</p> <p><b>Standard 7:</b><br/>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard 8:</b><br/>Students will make decisions, set goals, and take necessary action to achieve goals.</p> | <p><b>Competency:</b> Acquire Self-Knowledge</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Understand change as a part of growth</li> <li>• Identify personal strengths and assets</li> </ul> <p><b>Competency:</b> Self-Knowledge Applications</p> <p><b>Indicators: (Benchmarks)</b></p> <ul style="list-style-type: none"> <li>• Identify long- and short-term goals</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> | <p>What I'm looking forward to in 7<sup>th</sup> grade ...</p> <p>Concerns or questions I have about my 7<sup>th</sup> grade year ...</p> | <ul style="list-style-type: none"> <li>• Student discussion</li> <li>• Classroom activities</li> </ul> |

Boone Middle School  
Guidance Curriculum

August

| Guidance Curriculum  | Individual Student Planning   | Responsive Services   | System Supports  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>•Orientation for 7<sup>th</sup> graders—visit classrooms to introduce program and collect data from kids</li> <li>•Classroom activity on balancing their lives “group juggle”</li> <li>•Meet with new PBIS student team for orientation and planning</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Registration</li> <li>•Coordinate New Student Orientation</li> <li>•Coordinate meetings with parents and teachers to review/update 504 plans</li> <li>•Follow up with new students one-two weeks after school has started</li> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Boone County Assistance Team (BCAT) meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <li>• Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> </ul> |

September

| Guidance Curriculum  | Individual Student Planning   | Responsive Services   | System Supports   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>•8<sup>th</sup> Grade Retreat—line up speakers, organize schedule, order transportation, work with teachers on a schedule, send information to parents, etc.</li> <li>•8<sup>th</sup> Grade Career plans with 1<sup>st</sup> quarter Computer classes</li> <li>•Monthly PBIS mentor meeting/training</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Registration of new students</li> <li>•Check in with students new to the district</li> <li>•Individual progress monitoring</li> <li>•Attend IEP meetings</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>• Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Assist with mid-term P-T conferences</li> <li>•Weekly student concerns meetings</li> </ul> |



October

| Guidance Curriculum   | Individual Student Planning  | Responsive Services   | System Supports   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>•Finalize Camp Hantesa retreat—thank-you notes from kids to presenters, pay bills, schedule retreat for next year</li> <li>•Continue to collect career plans signed by parents and record that data into the IHAPI system.</li> <li>•Monthly PBIS mentor meeting/training</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring</li> <li>•Complete 4-year plans for those who did not finish in class.</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Boone County Assistance Team (BCAT) meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>• Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Weekly student concerns meetings</li> <li>•Assist with fall NWEA (MAP) testing</li> </ul> |

November

| Guidance Curriculum   | Individual Student Planning   | Responsive Services   | System Supports   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>•Attend annual ISCA conference and bring back ideas for the classroom.</li> <li>•Monthly PBIS mentor meeting/training</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Meet with at-risk program staff as needed</li> <li>• Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Weekly student concerns meetings</li> <li>•Assist with 1<sup>st</sup> quarter P-T conferences</li> </ul> |

December

| Guidance Curriculum   | Individual Student Planning   | Responsive Services   | System Supports  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>•8<sup>th</sup> Grade Career plans with 2nd quarter Computer classes</li> <br/> <li>•Monthly PBIS mentor meeting/training</li> <br/> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•Grade level team meetings (7 &amp; 8)</li> <br/> <li>•Boone County Assistance Team (BCAT) meetings</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>• Substitute in the classroom as needed</li> <br/> <li>•Attend monthly team leader meeting</li> <br/> <li>•Attend monthly PBIS team meeting</li> <br/> <li>•Attend weekly student concerns meetings</li> </ul> |

January

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>•Monthly PBIS mentor meeting/training</li> <li>•Begin preparations with high school counselors for 8<sup>th</sup> grade parent meeting</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring—end of 2<sup>nd</sup> quarter</li> <li>•Complete 4-year plans for those who did not finish in class.</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Meet with at-risk program staff as needed</li> <li>•Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Weekly student concerns meetings</li> </ul> |

February

| Guidance Curriculum   | Individual Student Planning   | Responsive Services   | System Supports  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>•8<sup>th</sup> grade career plans with 3<sup>rd</sup> quarter Computer classes</li> <br/> <li>•Assist with 8<sup>th</sup> grade parent night at high school</li> <br/> <li>•Monthly PBIS mentor meeting/training</li> <br/> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring—mid-term of 3<sup>rd</sup> quarter</li> <br/> <li>•Complete 4-year plans for those who did not finish in class.</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•Grade level team meetings (7 &amp; 8)</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>• Substitute in the classroom as needed</li> <br/> <li>•Attend monthly team leader meeting</li> <br/> <li>•Attend monthly PBIS team meeting</li> <br/> <li>•Weekly student concerns meetings</li> <br/> <li>•Facilitate ITBS testing</li> </ul> |

March

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>•Continue to collect career plans signed by parents and record that data into the IHAPI system.</li> <li>•Monthly PBIS mentor meeting/training</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring</li> <li>•Complete 4-year plans for those who did not finish in class.</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Boone County Assistance Team (BCAT) meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>• Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Weekly student concerns meetings</li> </ul> |

April

| Guidance Curriculum   | Individual Student Planning  | Responsive Services   | System Supports  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>•Continue to collect career plans signed by parents and record that data into the IHAPI system.</li> <li>•Monthly PBIS mentor meeting/training</li> <li>•Transition program for 8<sup>th</sup> graders to 9<sup>th</sup> grade—visits from high school juniors and tours to high school</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring</li> <li>•Complete 4-year plans for those who did not finish in class.</li> <li>•Academic monitoring—end of Q3</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Meet with at-risk program staff as needed</li> <li>•Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Weekly student concerns meetings</li> <li>•Assist with spring NWEA (MAP) testing</li> <li>•Assist with spring P-T conferences</li> </ul> |

May

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>•Continue to collect career plans signed by parents and record that data into the IHAPI system.</li> <li>•Monthly PBIS mentor meeting/training</li> <li>•Recruit and train new PBIS mentors</li> <li>•Transition program for 8<sup>th</sup> graders— continue plans from April</li> <li>•Assist with 5<sup>th</sup> and 6<sup>th</sup> grade guidance classes as needed.</li> </ul> | <ul style="list-style-type: none"> <li>•Individual progress monitoring</li> <li>•Complete 4-year plans for those who did not finish in class.</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Grade level team meetings (7 &amp; 8)</li> <li>•Boone County Assistance Team (BCAT) meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>• Substitute in the classroom as needed</li> <li>•Attend monthly team leader meeting</li> <li>•Attend monthly PBIS team meeting</li> <li>•Weekly student concerns meetings</li> </ul> |



## ONGOING COUNSELING ACTIVITIES

- responsive services—reacting to the needs of students, teachers, and parents
- communicating with teachers and parents regarding student concerns
- personal/social counseling
- DHS contacts as necessary for student safety and well-being
- assisting with field trips, assemblies, and special events
- assisting with the advisory program
- attending IEP meetings
- assisting building principal as needed

Boone High School  
Guidance Curriculum

August

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> </ul> | <ul style="list-style-type: none"> <li>•Review/correct individual student schedules prior to registration</li> <li>•Assist Special Education teachers with individual student schedules prior to registration</li> <li>•Enroll new students/evaluate transcripts</li> <li>•Registration</li> <li>•Coordinate New Student Orientation</li> <li>•Coordinate meetings with parents and teachers to review/update 504 plans</li> <li>•Follow up with new students one-two weeks after school has started</li> <li>•Review/correct senior transcripts</li> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•Authentic Individual Work (AIW) committee meetings</li> <li>•Boone County Assistance Team (BCAT) meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <li>• Substitute in the classroom as needed</li> </ul> |

September

| Guidance Curriculum   | Individual Student Planning   | Responsive Services  | System Supports   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Visit English classes to share information about Guidance services and contact information</li> <li>• Plan Advisee activity</li> <li>• Peer Helper Training</li> <li>• Prepare for I Have a Plan presentations</li> <li>• Post-secondary planning meetings with seniors</li> </ul> | <ul style="list-style-type: none"> <li>• Enroll new students/evaluate transcripts</li> <li>• Individual progress monitoring</li> <li>• One-on-one meetings with freshmen</li> </ul> | <ul style="list-style-type: none"> <li>• Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Staff Development</li> <li>• AIW committee meetings</li> <li>• BCAT meetings</li> <li>• Meet with at-risk program staff as needed</li> <li>• Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <li>• Substitute in the classroom as needed</li> </ul> |

October

| Guidance Curriculum   | Individual Student Planning  | Responsive Services   | System Supports  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> <br/> <li>•I Have a Plan (grades 11 and 12)</li> <br/> <li>• Study Skills group</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <br/> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•AIW committee meetings</li> <br/> <li>•BCAT meetings</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <br/> <li>• Substitute in the classroom as needed</li> <br/> <li>•Assist with Academic Awards Assembly</li> <br/> <li>•Coordinate and administer the PSAT/NMSQT</li> </ul> |

November

| Guidance Curriculum   | Individual Student Planning  | Responsive Services   | System Supports   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> <br/> <li>•I Have a Plan (grades 11 and 12)</li> <br/> <li>• Study Skills group</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <br/> <li>•Individual progress monitoring</li> <br/> <li>•Assist Special Education teachers with individual student schedules prior to the beginning of second semester</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•AIW committee meetings</li> <br/> <li>•BCAT meetings</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <br/> <li>• Substitute in the classroom as needed</li> <br/> <li>•Attend ISCA Conference</li> <br/> <li>•Coordinate and administer the PLAN</li> <br/> <li>•Assist with Parent-Teacher Conferences</li> </ul> |

December

| Guidance Curriculum   | Individual Student Planning  | Responsive Services   | System Supports  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> <br/> <li>•Review/update Registration Handbook, materials needed for registration</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <br/> <li>•Individual progress monitoring</li> <br/> <li>•Review/correct individual student schedules prior to the beginning of second semester</li> </ul> | <ul style="list-style-type: none"> <li>•Meet with students regarding second semester schedule changes</li> <br/> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•AIW committee meetings</li> <br/> <li>•BCAT meetings</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <br/> <li>• Substitute in the classroom as needed</li> </ul> |

January

| Guidance Curriculum   | Individual Student Planning  | Responsive Services   | System Supports  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>•Review/update Registration Handbook, materials needed for registration</li> <li>•Plan Advisee activity</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <li>•Individual progress monitoring</li> <li>•Review senior graduation requirements</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•AIW committee meetings</li> <li>•BCAT meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)•Coordinate Senior Financial Aid Night</li> <li>• Substitute in the classroom as needed</li> </ul> |

February

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> <li>•Social Skills group</li> <li>•Post-secondary planning meetings with seniors</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <li>•Individual progress monitoring</li> <li>•Register students in grades 8-11 for the following school year</li> <li>•Contact senior parent(s)/guardian(s) regarding progress toward graduation if student is failing a course needed for graduation</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•AIW committee meetings</li> <li>•BCAT meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <li>•Administer ITED</li> <li>•Substitute in the classroom as needed</li> <li>•Coordinate Eighth Grade Parent Night</li> </ul> |



March

| Guidance Curriculum  | Individual Student Planning   | Responsive Services   | System Supports   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> <br/> <li>•I Have a Plan (grades 9 and 10)</li> <br/> <li>•Social Skills group</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <br/> <li>•Individual progress monitoring</li> <br/> <li>•Register students in grades 8-11 for the following school year</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•AIW committee meetings</li> <br/> <li>•BCAT meetings</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <br/> <li>• Substitute in the classroom as needed</li> <br/> <li>•Assist with Parent-Teacher Conferences</li> </ul> |

April

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> <br/> <li>•I Have a Plan (grades 9 and 10)</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <br/> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <br/> <li>•AIW committee meetings</li> <br/> <li>•BCAT meetings</li> <br/> <li>•Meet with at-risk program staff as needed</li> <br/> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <br/> <li>• Substitute in the classroom as needed</li> <br/> <li>•Coordinate Junior College Planning Night</li> <br/> <li>•Coordinate Scholastic Honor Society Assembly</li> </ul> |

May

| Guidance Curriculum  | Individual Student Planning  | Responsive Services   | System Supports  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>•Plan Advisee activity</li> </ul> | <ul style="list-style-type: none"> <li>•Enroll new students/evaluate transcripts</li> <li>•Individual progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Provide services as needed</li> </ul> | <ul style="list-style-type: none"> <li>•Staff Development</li> <li>•AIW committee meetings</li> <li>•BCAT meetings</li> <li>•Meet with at-risk program staff as needed</li> <li>•Present to building or district staff as requested by administration (ex – bullying, Iowa Youth Survey results)</li> <li>• Substitute in the classroom as needed</li> <li>•Coordinate Awards Assembly</li> <li>• Assist with Graduation practice, Class Day and Graduation</li> </ul> |

Responsive Services As Needed:

- personal/social counseling
- academic advising
- Special Education staffings
- BAT meetings for individual students
- assist students with registration for transfer credits from

DMACC AAC, online

course registration, etc.

status

- assist students with ACT registration
- write letters of recommendation
- write letters for parents, military, etc. to confirm student's

### ***Transition Plan***

Transitions are a significant part of personal/social, academic and career development and a considerable part of life experiences as well. Transition preparation is done within schools at each grade level, between schools at designated grades and to post-secondary options. To prepare students for attending school changes, many opportunities are provided for students and families to become familiar with new surroundings.

#### ***Kindergarten***

- Spring Round-Up
  - Students are invited to take part in half-day kindergarten activities with the kindergarten teachers.
  - Reading stories
  - Snack time
  - Centers
  - Drawing
  - Parents attend information sessions about school policy and available services.
- Beginning of the year conferences (OK-4) to acquaint students and parents with one another and to have students bring their school supplies to their classroom.

#### ***1<sup>st</sup> Grade to Franklin***

- 1<sup>st</sup> grade students and teachers visit Franklin Elementary in May.
- Time is available for questions and answers.
- Individual and small group tours are available for special needs students or upon request.

#### ***4<sup>th</sup> Grade to Middle School***

- 4<sup>th</sup> grade students and teachers visit the middle school building in May. Middle school student leaders conduct tours and answer questions.
- Parent orientation night in May
- Middle School Open House prior to school starting to acquaint students and parents with one another and to have students bring their school supplies to their classroom
- Orientation provided for students new to the district
- Individual and small group tours are available for special needs students or upon request.

#### ***Middle School to High School***

- In February, the high school counselors, administrators, and teachers host a parent/student meeting at the high school. They cover graduation requirements, post-secondary opportunities, and they address questions and concerns.
- In March, the high school counselors begin registering 8<sup>th</sup> graders for 9<sup>th</sup> grade. This happens during social studies classes at the middle school.
- In April/May, junior buddies from the high school come to the middle school to meet with 8<sup>th</sup> grade homerooms. They visit for about 40 minutes, explaining a typical high school day, sharing with them co-curricular and extra-curricular opportunities, and giving them tips for success. The 8<sup>th</sup> graders have time to ask pertinent questions. Within a week of this visit, the 8<sup>th</sup> graders travel to the high school and have tours of the building with their junior buddies. These junior buddies then become senior leaders for these homeroom groups and mentor them throughout their freshman year.
- Throughout the school year, the middle school counselor works with 8<sup>th</sup> graders on their 4-year plans for high school. During that time, they discuss high school graduation requirements, high school electives, post-secondary opportunities, etc.

### ***Responsive Services***

The responsive services component consists of services/activities to meet immediate student needs or

concerns requiring counseling, consultation, advisory, peer facilitation or information. This component is available to all students and can be student self-referral, parent/guardian referral, or teacher initiated. While counselors have specialized training to respond to specific needs and concerns, collaborative approaches involving the student, parent/guardian and other educators are necessary for successful intervention. Counselors offer a range of services to respond to the needs of individual students and families including consultation, individual and small-group counseling, crisis counseling, advisory processes and peer facilitation. School counseling is not intended nor has the capacity to provide therapeutic interventions.

### ***Consultation***

Counselors consult with teachers and other educators, parents/guardians, and community agencies to help students and families. This consultation occurs to more effectively identify student needs and successful intervention strategies and activities. School counselors serve as student advocates.

### ***Individual and Small Group Counseling***

Counseling is provided to individuals or small groups for students experiencing difficulties that interfere with personal/social, academic and/or career development. Counselors work with individuals or small groups to provide them with skills, attitudes and behaviors to help prevent difficulties and to identify interventions to address more serious concerns or problems that have resulted in unhealthy choices. Individual or small group counseling is generally short-term in nature and focuses on helping students identify problems, causes, actual and possible consequences and alternative actions. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.

### ***Crisis Counseling***

In crisis counseling, the counselor works with student and family issues that are causing immediate discomfort by providing prevention, intervention and follow-up counseling, consulting or advising. Counseling and support are provided to students and families facing emergency situations and are generally short-term and temporary. When necessary, referrals are made to appropriate community resources.

Also included in this component is the counselor's role in the school crisis intervention plan. Schools have emergency plans in place for a variety of issues that may happen (death of a student or teacher, community disaster, violence etc.) Teams of school personnel and outside resource personnel are trained in advance about how to follow the crisis plan. The counselor serves a key leadership role in helping develop the plan, training personnel, coordinating with Heartland AEA and other agencies in delivering needed services.

### ***Referral Services***

Counselors use referral services to other agencies for students needing more specialized support (i.e. eating disorder programs, mental health centers, abuse, depression and family supports). These referral services may include mental health agencies, post-secondary educational institutions, employment and training programs and other social and community agencies.

### *Peer Facilitation*

The goal of peer facilitation is to provide outstanding student models for younger students and to provide valuable leadership development for students. Peer facilitation is built on the following principles:

- an understanding that young people are more likely to hear and accept information that is presented and modeled by their peers; and
- a belief in the value and ability of young people to bring about positive change in themselves and others.

Peer leaders help with school orientation, course planning, modeling desired school culture, team building and serving as mentors. Counselors may train students as peer leaders to assist others in navigating transitions.

### ***System Supports***

System support consists of management activities that establish, maintain and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following areas:

#### ***Professional Development***

School counselors are involved regularly in updating and sharing their professional knowledge and skills through:

*In-service training:* School counselors attend school in-service training to ensure their skills are updated in areas of curriculum development, technology, and data analysis. They also provide in-service instruction in school counseling curriculum and other areas of special concern to the school and community.

*Professional association membership:* As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional association conferences and meetings.

*Post-graduate education:* As school counselors are completing post-graduate course work.

#### ***Consultation, Collaboration, and Teaming***

Through consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.

*Consultation:* Counselors must consult with teachers, staff members and parents or guardians regularly in order to provide information, to support the school community and to receive feedback on the emerging needs of students.

*Communication:* The Boone School Counseling Program strives to keep students, parents, and community informed on what and when counseling activities are scheduled and when and where the activities will be held.

*Committees:* The counselor is a member of various school teams and committees.

#### ***Program Management and Operations***

Program management includes the planning and support activities necessary for the successful implementation of counseling services and guidance curriculum. These organizational and process tools needed to manage the counseling program include developing and implementing a budget, contributing to building procedures, and analyzing various data.

#### ***Sample System Supports***

Program

- Collaboration and Consultation with staff, families, and outside agencies for meeting the needs of the whole child
- Child Find
- 504 Accommodation Plans
- IEP Planning Teams
- Iowa Youth Survey Analysis
- IDM
- Program Management
- PBIS
- Social Norms



### ***Confidentiality***

Students and their parents entrust schools with their personal information with the expectation that this information will be used to serve the needs of students effectively and efficiently. This information is a vital resource in planning comprehensive education programs and designing individual education plans and providing responsive services. The school and parents share a common interest in ensuring that this information is kept confidential.

Confidentiality is the obligation to keep information and the contents of conversations private, unless there is a duty to inform others. Information shared with a school counselor is confidential, except in certain circumstances, and the school counselor will not tell other individuals what is shared between the counselor and student. A counselor protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

### ***Parents and Confidentiality***

Counselors are frequently confronted with questions regarding their duty of disclosure to parents and the relationship between this duty and the confidential nature of the counseling relationship. Each counselor recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their child's life. The American School Counselor Association sets forth the following guidelines with regard to counselors and the parents.

The counselor:

- a. informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- b. provides parents with accurate, comprehensive and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.
- c. makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.
- d. adheres to federal and state laws and district policies and procedures guiding the maintenance and release of student information.

### ***Limits to Confidentiality***

Limits to confidentiality exist to protect the safety and well being of students. The counselor will protect the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. The meaning and limits of confidentiality are defined in developmentally appropriate terms for students. Information can and will be shared with the appropriate person, agency or authority using the following guidelines and circumstances:

- potential harm to self — a belief or information that a student is in danger of hurting oneself, or is in danger of being hurt by someone else.
- potential harm to others — a belief or information that a student is in danger of hurting someone else.
- Suspected child abuse/Mandatory Reporter — a belief or information that a child under the age of 18 has been abused by a person responsible for the care of the child.
- legal jurisdiction — a law or court order to disclose information.
- informed consent — the permission by a legally responsible adult to consult with others in order to provide better counseling services.

*Disclosure*

Disclosure includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

The counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

### ***Program Evaluation***

Program evaluation refers to the ongoing use of a systematic process of collecting and analyzing information about efficiency, efficacy, and impact of guidance curriculum and counseling services. Collecting and analyzing results is key to assessing curriculum and program effectiveness and making necessary improvements.

The goal of evaluation is to collect and analyze evidence of program effectiveness, efficiency of counseling services and impact guidance curriculum while ensuring high-quality implementation. Formative evaluations will be conducted annually with a summative evaluation to occur in conjunction with the curriculum services plan renewal process. Essential components of an evaluation of guidance curriculum and counseling services include needs assessments, data analysis, and student, teacher, and parent evaluations.

The counseling program evaluation will use the personal/social, academic and career domains and delivery components as frameworks for collecting and analyzing specific evidence ensuring each student is engaged in counseling curriculum and has access to program service and documenting immediate and long-term program impact. Data from these and other sources will be used to guide and direct program improvement decisions.

### ***Sample Program Evaluation Methods***

Program

- Iowa Youth Survey
- Guidance Curriculum Standards, Scope, and Sequence
- Office Referrals
- School Climate Survey

**Resources**

The Boone Community School District is committed to supporting the personal/social, academic and career development of each learner. To accomplish this, the district provides staffing, facilities and budgetary resources to meet the needs of each student.

**Staffing**

The Boone Community School District has a current student enrollment of approximately 2,250 in six attendance centers. The attendance centers are Lincoln Elementary (OK-grade 1 enrollment 165), Page Elementary (K-1 enrollment 150), Franklin Elementary (grades 2-4 enrollment 420), Boone Middle School (grades 5-8 enrollment 732), Boone High School (grades 9-12 enrollment 741), and Futures Alternative High School (enrollment 40). Each building is staffed with at least one certified school counselor with specialized training to work with the unique developmental needs of the specific school population. The *Iowa Comprehensive Counseling and Guidance Guide* suggests a student-to-counselor ratio of 250:1.

Others contributing to the delivery of the *Guidance Curriculum and Counseling Plan of Services* include staff within the school through advisory services and consultation such as school psychologists, social workers (Heartland AEA) and school nurse. Collaboration with community agencies contributes to the delivery of service components and supports for students.

**Facilities**

Each attendance center provides a designated space for the delivery of identified services ensuring confidentiality with individuals and/or small groups of students.

**Technology**

School counselors use technology daily in their work, including the Internet, word processing, student information system and presentation software to gather, analyze and present data to drive systematic change. Technology is also used to help students perform career and advanced educational searches.

**Budget**

General fund and entitlement financial resources are provided to ensure the delivery of guidance curriculum and counseling services similar to budgets of other educational plans of services.