

K-12 Raymore-Peculiar Counseling Curriculum Learning Progression

	K	1	2	3	4	5	6	7	8	9	10	11	12
--	---	---	---	---	---	---	---	---	---	---	----	----	----

Power Standard 1: Social-Emotional

1.1 Understanding self and others	<p>1.1.a. I can identify the eight basic feelings.</p> <p>1.1 b Identify physical clues in their bodies that help them identify their feelings</p> <p>1.1 c I can Identify and demonstrate calming strategies.</p> <p>1.1d I understand how my brain works in regards to self regulation.</p>	<p>1.1.a. I can identify the eight basic feelings.</p> <p>1.1b identify physical clues in their bodies that help them identify their feelings.</p> <p>1.1 c I can Identify and demonstrate calming strategies and other ways to handle big feelings.</p> <p>1.1d I can describe how my brain works in regards to self regulation.</p>	<p>1.1a I can express a variety of feelings.</p> <p>1.1b identify physical clues in their bodies that help them identify their feelings.</p> <p>1.1c I can Identify and demonstrate calming strategies and other ways to handle big feelings.</p> <p>1.1d I can identify and describe parts of the brain: Amygdala (feelings alarm), Brain Stem (survival state - downstairs brain - lizard brain) , Limbic System (emotional state - downstairs brain - lizard brain) & Prefrontal Cortex (executive state - boss of the brain - upstairs brain - wizard brain).</p> <p>I understand</p>	<p>1.1a I can identify positive characteristics and areas for personal growth.</p> <p>1.1b identify physical clues in their bodies that help them identify their feelings.</p> <p>1.1c I can Identify and demonstrate calming strategies and other ways to handle big feelings.</p> <p>I can recognize when others have big feelings and know how to respond.</p> <p>1.1d I can identify and describe parts of the brain: Amygdala (feelings alarm), Brain Stem (survival state - downstairs brain - lizard brain) , Limbic System (emotional state - downstairs</p>	<p>1.1a I can recognize positive self-talk and communicate personal thoughts and Feelings.</p> <p>I understand my thoughts contribute to my self concept and self esteem.</p> <p>1.1b describe what triggers their own strong emotions</p> <p>describe what happens in their brains and bodies when they experience a strong emotion</p> <p>1.1c I can Identify and demonstrate calming strategies and other ways to handle big feelings.</p> <p>I can recognize when others have big feelings and know how to respond.</p>	<p>1.1a I can demonstrate the personal characteristics to maintain a positive Self-concept and self esteem.</p> <p>1.1b describe what triggers their own strong emotions.</p> <p>describe what happens in their brains and bodies when they experience a strong emotion</p> <p>1.1c I can Identify and demonstrate calming strategies and other ways to handle big feelings.</p> <p>I can recognize when others have big feelings and know how to respond.</p> <p>1.1d I can identify and describe parts of the brain: Amygdala (feelings alarm),</p>	1.1a Identify individual strengths and areas for personal growth and good citizenship	1.1a Demonstrate understanding of individual strengths and personal challenges and how they relate to positive self-concept.	1.1a Identify thoughts and feelings an how they relate to self-concept	1.1 I can identify roles and activities in the community that match my identified Career Cluster	1.1 I can identify roles and activities in the community that match my identified Strengths and multiple intelligences	1.1 I can identify roles and activities in the community that match my identified Career Interest Profiler and post secondary goals	1.1 I can identify roles and activities in the community that match my identified post secondary plan
--------------------------------------	---	---	---	--	---	---	---	--	--	--	--	---	---

			strategies to self regulate so I don't "flip my lid" and my thinking brain (boss brain) stays in control.	brain - lizard brain) & Prefrontal Cortex (executive state - boss of the brain - upstairs brain - wizard brain). I can demonstrate strategies to self regulate so I don't "flip my lid" and my thinking brain (boss brain) stays in control.	1.1d I can identify and describe parts of the brain: Amygdala (feelings alarm), Brain Stem (survival state - downstairs brain - lizard brain) , Limbic System (emotional state - downstairs brain - lizard brain) & Prefrontal Cortex (executive state - boss of the brain - upstairs brain - wizard brain). I can demonstrate strategies to self regulate so I don't "flip my lid" and my thinking brain (boss brain) stays in control.	Brain Stem (survival state - downstairs brain - lizard brain) , Limbic System (emotional state - downstairs brain - lizard brain) & Prefrontal Cortex (executive state - boss of the brain - upstairs brain - wizard brain). I can demonstrate strategies to self regulate so I don't "flip my lid" and my thinking brain (boss brain) stays in control.							
1.2 Respect individual and group differences	1.2a Demonstrate how to be a friend. 1.2.b Identify the steps of solving problems and conflicts with others. 1.2c Identify listening and helping are ways to show you care and are respectful to their feelings. Demonstrate caring and helping	1.2a Demonstrate the ability to be a friend. 1.2b Identify the steps of solving problems and conflicts with others 1.2c Demonstrate caring and helping in response to situations. 1.2.d Identify similarities and differences between self and	1.2a Identify and demonstrate the interpersonal skills needed to make and keep a friend. 1.2b Identify the steps of solving problems and conflicts with others. 1.2c Identify ways to show compassion for others. 1.2.d Identify similarities and	1.2a Identify the interpersonal skills necessary to build quality relationships. 1.2b Identify the steps of solving problems and conflicts with others. 1.2c Identify ways to show compassion for others. 1.2.d Identify similarities and differences	1.2a Demonstrate respect for others. Identify and practice the skills used to compromise in a variety of situations. 1.2b Identify the steps of solving problems and conflicts with others. 1.2c Demonstrate expressing concern or showing compassion for	1.2a Exhibit mutual respect and compromise in relationships. 1.2b Identify the steps of solving problems and conflicts with others. 1.2c Demonstrate respect for individuals within diverse groups. 1.2d Review and implement strategies to	1.2a Identify interpersonal skills needed to maintain quality relationships. 1.2b Identify and develop strategies to promote acceptance and respect in the school and community	1.2a Practice effective interpersonal skills in a variety of social situations. 1.2c Practice problem-solving and conflict-resolution skills.	1.2.a Self-assess interpersonal skills that will help maintain quality relationships. 1.2c Exhibit an awareness of personal responsibility in conflict situations.	1.2.a Demonstrate the ability to use interpersonal skills needed to maintain quality relationships 1.2.b Identify my personal responsibility in solving problems and conflicts with other	1.2.a Practice the ability to use interpersonal skills needed to maintain quality relationships 1.2.b Self-Assess my personal responsibility in solving problems and conflicts with other	1.2.a Apply the ability to use interpersonal skills needed to maintain quality relationships 1.2.b Accept my personal responsibility in solving problems and conflicts with other	1.2.a Exhibit the ability to use interpersonal skills needed to maintain quality relationships 1.2.b Utilize my personal responsibility in solving problems and conflicts with other

	behaviors in response to situations. 1.2.d Identify similarities and differences between self and others.	others.	differences between self and others.	between self and others.	someone. 1.2.d Identify similarities and differences between self and others.	resolve problems and conflicts successfully.							
1.3 Personal safety and coping skills	<p>1.3a <i>Explain the role of the school counselor</i> <i>Describe situations when confidentiality will be broken between school counselor and student</i> <i>Understand how/why/when to make a self-referral to the school counselor</i></p> <p>1.3b <i>Identify the difference between joking, a conflict, a mean moment, and bullying</i> <i>Identify target, bully, bystander, upstander</i> <i>Identify 4 types of bullying (physical, social, verbal, cyber)</i> <i>Describe what to do if they see bullying</i> <i>Describe what to do if someone is bullying them</i> <i>Identify and describe the difference between tattling and reporting</i> <i>identify trusted adults to report bullying</i> <i>Identify a trusted adult to speak to if they are having strong feelings or feelings of self-harm or harming others</i> <i>Identify a trusted adult to speak to if they hear or witness someone else speak of self-harm or harming others</i> I can identify passive, aggressive, and assertive responses. I can demonstrate assertive communication skills</p> <p>1.3c Identify safe and healthy choices at home and school. Identify safe/unsafe situations Understand the difference between good/comfortable touch and bad/uncomfortable touch Realize they have a right to privacy Feel comfortable saying “no” in uncomfortable or unsafe situations Understand the importance of not keeping secrets Know how to effectively seek assistance from an adult Understand what to do if an adult tries to trick or threaten them Identify adults who they trust and who can help</p>						1.3.a. Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. 1.3.b. Identify behaviors that compromise personal safety of self and others.	1.3.a. Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. 1.3.b. Develop strategies to maintain personal safety.	1.3.a. Recognize peer influence on risk-taking behaviors and consequences. 1.3.b. Apply strategies related to personal safety issues.	1.3.a Identify problem-solving decision-making and refusal skills needed to make safe and healthy life choices. 1.3.b Identify resources that can help manage life changes or events	1.3.a Utilize decision-making skills to evaluate risk-taking behavior 1.3.b Evaluate and review resources that address personal safety, and refine individual coping skills to manage life changing events.	1.3.a Analyze the impact of personal decisions on the safety and health of self and others 1.3.b Apply individual coping skills to manage life-changing events	1.3.a Utilize decision-making skills to make safe and healthy life choices 1.3.b Advocate for the personal safety of self and others and exhibit coping skills to manage life changing events.

Power Standard 2: Academic Skills, Goals & Planning

2.1 Applying Skills for Needed for Educational Achievement	2.1a Identify and follow classroom and school routines.	2.1a Identify and practice the steps for completing classroom assignments and	2.1a Demonstrate skills needed to complete classroom tasks independently.	2.1a Identify and practice study skills and test-taking Strategies.	2.1a Apply study skills and test-taking strategies to improve academic achievement.	2.1a Demonstrate study skills and test-taking strategies to enhance	2.1a Develop and practice study skills and test-taking strategies	2.1a Demonstrate and refine study skills and test-taking strategies utilizing available	2.1a Consistently apply a system of study skills and test-taking strategies to	2.1 Assess and apply educational skills necessary to progress toward individual life	2.1 Assess and apply self-management system to meet increased academic	2.1 Review and build upon self-management system and adjust to increased	2.1 Achieve educational levels necessary to reach, maintain, and continue with an
--	---	---	---	---	---	---	---	---	--	--	--	--	---

		activities.				academic Achievement.	specific to each academic area and identify available resources.	academic resources.	promote academic success.	long learning goals.	demands.	academic demands.	individual life-long learning goals.
2.2 Applying the Skills of transitioning between educational levels	2.2a Identify how school expectations are different from home, day-care, or pre-school.	2.2a Identify increased school expectations.	2.2a Develop strategies to meet increased school expectations.	2.2a Revise and practice strategies to meet increased school activities.	2.2a Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.	2.2a Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.	2.2a Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations	2.2Recognize ongoing academic expectations and develop strategies to meet increased demands..	2.2a Identify the information and skills necessary to transition to high school.	2.2 Apply information and skills necessary to transition into high school	2.2 Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options	2.2 Increase knowledge and refine skills in preparation for the senior year and post-secondary options	2.2 Utilize the achievement and performance skills necessary to transition to postsecondary options
2.3 Developing and Monitoring Personal Plans of Study	2.3a Identify the skills needed to be a successful learner. 2.3b I understand what it means to have a growth mindset. I understand how practice contributes to growth.	2.3a Demonstrate the skills needed to be a successful learner. 2.3b I can identify positive self talk that contributes to a growth mindset. I understand how practice contributes to growth.	2.3a Identify goals that lead to learner success. 2.3b I can identify positive self talk that contributes to a growth mindset. I understand how practice contributes to growth.	2.3a Identify education goal-setting and self-assessment skills. 2.3b I can identify areas in my life where I need to apply a growth mindset and demonstrate strategies to maintain a growth mindset	2.3a Revise and practice education goal-setting and self-assessment skills. 2.3b I can identify areas in my life where I need to apply a growth mindset and demonstrate strategies to maintain a growth mindset	2.3a Recognize the importance of an educational plan. 2.3b I can identify areas in my life where I need to apply a growth mindset and demonstrate strategies to maintain a growth mindset	2.3a Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	2.3a Assess academic achievement to refine education goals for life-long learning.	2.3a Design a Personal Plan of Study	2.3 Monitor and revise a PPOS	2.3 Explore options and resources available to further develop a PPOS for life-long learning	2.3 Evaluate and revise a PPOS for life-long learning	2.3 Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.

Power Standard 3: College, Career, & Post-Secondary Preparation/Readiness

3.1 Career Exploration	3.1a Identify your likes and dislikes. 3.1b Identify the 6 career paths and be able to identify at least 1 career under each path. 3.1c Learn skills	3.1a Identify school and community workers and sort them under the six (6) career paths. 3.1b Identify skills needed for each of the career paths. 3.1c Compare	3.1a Identify academic skills needed for the six career paths. 3.1b Identify new activities and interests to explore. 3.1c Understand how helper jobs in the classroom benefit the	3.1a Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. 3.1b Identify likes, strengths, and a potential best suited	3.1a Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes. 3.1b Identify likes, strengths, and a potential best suited career path and describe why it is	3.1a Identify and explore a variety of resources to aid in career exploration and planning now and in the future. Recognize occupations and careers as they relate to career	3.1a Use current interests, strengths and limitations to guide individual career exploration. 3.1b Recognize the career path concepts as an organizer for exploring and preparing for	3.1a Use current interests, strengths, and limitations to guide career exploration and educational planning. 3.1b Recognize occupations and careers as they relate to career paths, personal	3.1a Develop an educational and career plan based on current interests, strengths, and limitations. 3.1b Identify and explore a variety of resources to aid in career exploration and planning now	3.1 Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future	3.1 Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations	3.1 Utilize a variety of resources to aid in career exploration and planning	3.1 Utilize knowledge of the world of work; persona; interests; and strengths and limitations to develop short-and long-term post-secondary plans.
------------------------	--	---	--	--	---	---	--	---	---	--	--	--	--

	needed of workers under each career path.	and contrast the academic skills required of workers in the six (6) career paths. 3.1 d Make connections between skills required of workers, ones likes and dislikes, and various careers.	school family. Compare these jobs to the jobs in the community.	career path and describe why is well suited.	well suited. 3.1c Understand Diversity and how it applies both at school and in the workplace.	paths, personal interests, aptitudes, and jobs available. Maybe something about brainstorming jobs of the future...	careers now and in the future.	interests, and aptitudes.	and in the future.				
3.2 Researching Post-Secondary Education & Training							3.2a Evaluate career and educational information resources. 3.2b Compare different types of post secondary training and education as they relate to career choices	3.2a Utilize career and educational information to explore career paths of interest. 3.2b Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.	3.2a Compare personal interest with information about careers and education. 3.2b Identify the training and education required for occupations in career paths of interest.	3.2.a Investigate career & educational information while being mindful of self as it applies to identified career clusters and occupations of interest. 3.2.b Identify the entrance requirements and application procedures for post-secondary options.	3.2.a Analyze career & educational information while being mindful of self as it applies to identified career clusters and occupations of interest. 3.2.b Apply knowledge of self to make informed decisions about post-secondary options.	3.2.a Create and compile career & educational information while being mindful of self as it applies to identified career clusters and occupations of interest. 3.2.b Apply research skills to obtain information on training and education requirements for post-secondary choices.	3.2.a Utilize career & educational information while being mindful of self as it applies to their identified post-secondary plans. 3.2.b Know and understand the levels of education required for post-secondary choices and life career goals.
3.3 Applying Skills for Career Readiness & Success							3.3 a Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.	3.3a Utilize information about personal, ethical and work habit skills to enhance individual student success	3.3a Evaluate personal and ethical and work habit skills as they relate to achieving the student's educational career plan	3.3 Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.	3.3 Analyze the post-secondary and job application processes	3.3 Create a portfolio which may be used for a variety of post-secondary opportunities	3.3 Demonstrate appropriate job-seeking skills to obtain immediate or future employment

