

# School District of Holmen **School Counseling Curriculum**



**2016-17**

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# Executive Summary

**T**he school counselors have worked to develop a curriculum that provides a framework for education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

**T**he main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

**T**he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

*From Instructional Services*

# District Information

**SCHOOL BOARD POLICY**  
**School District of Holmen**  
**Holmen, WI 54636**

**FILE: 330**  
**SECTION: I**  
**INSTRUCTION**

## **CURRICULUM DEVELOPMENT AND ADOPTION**

The Curriculum is the common body of knowledge that is the basis for the instructional program in the District. The School District of Holmen recognizes that written curriculum plans are an essential element in the education of all children. The School Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum.

A written, sequential curriculum plan shall exist for the following:

- A sequential curriculum plan exists in each of the following areas: reading/language arts, mathematics, science, social studies, health, physical education, art, music, world language, guidance and counseling, career and technical education (agriculture, business education, marketing education, family and consumer education, and technology education), library media, computer literacy, and environmental education.
- The curriculum plan identifies how mandated statutes are addressed and included in the curriculum.
- The curriculum plan identifies how infused or integrated areas are addressed and included in the curriculum.
- The curriculum plan identifies course competencies, learning expectations, linked standards, and assessment methods/strategies. The course components are monitored continuously and revised as appropriate.

The professional staff, under the direction and supervision of the Superintendent of Schools and the Director of Curriculum and Instruction, shall be responsible for proposing, developing, implementing and evaluating PK-12 curriculum that reflects the best of current educational research and practice. The curriculum shall support the District's mission, goals and adopted academic standards and be in line with legal requirements. Communication and coordination among grade level and content area teachers shall be emphasized whenever curriculum is developed. Each content area shall follow an established curriculum revision cycle. Minor changes may be made as needed.

All content offerings and any additions or deletions to the curriculum shall be reviewed and approved by the Curriculum Council and the School Board before they are initiated or dropped from the existing program of instruction.

**Legal Ref.:** WI Statutes 118.01, 118.015, 118.015, 118.30, 120.12, 120.13, 121.02 (1)(k) and (l)  
WI Admin. Code PI 8.01 (2) (k) and (l)  
No Child Left Behind (NCLB) of 2001

**Cross Ref.:** Assessment of Student Achievement, 345  
Equal Education and Employment Opportunities, 411  
Grade Advancement Policy, 345.4  
Grading Systems, 345.1  
High School Graduation, 345.6  
Reading Instruction, 341.1

**Revised:** October 10, 2012

**Approved:** March 29, 2005  
November 26, 2012

# District Vision Statement

Educating Every Student to Achieve Global Success

## District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- **Ensuring that all students learn at high levels.**
- **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- **Achieving a deeply held partnership with the entire community.**
- **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

## Strategic Objectives

**Student Learning:** The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

**Fiscal Sustainability:** The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.

**Performance Excellence:** The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.

**Communication:** The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

## **LEARNER GOALS**

### **Philosophical Foundation:**

The School District of Holmen is a system that empowers the community. This accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

### **Administrative Rule Provisions:**

Therefore, in the School District of Holmen:

### **The Learner Will:**

#### **1. Build a substantial knowledge base.**

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

#### **2. Develop thinking and communication processes.**

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, and concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

#### **3. Apply knowledge and processes.**

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

#### **4. Acquire the capacity and motivation for lifelong learning.**

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

#### **5. Develop physical and emotional wellness.**

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibits a healthy lifestyle.

#### **6. Develop character.**

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

#### **7. Be a responsible citizen.**

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government, including a reverence and respect for and the history of the American flag, the Declaration of Independence, the U.S. Constitution and the Constitution and Laws Wisconsin, and acquire a knowledge of state, national, and world history.

**8. Be prepared for productive work.**

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy and prepare them for the transition from school to work.

**9. Respect cultural diversity and pluralism.**

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people.

**10. Develop aesthetic awareness.**

Students will become aware of and be able to generate those forms of experience that have artistic and aesthetic meaning

**VISION STATEMENT**

Educating every student to achieve global success

**MISSION STATEMENT**

The Mission of the School District of Holmen is to:

Educate and inspire students today and prepare them for tomorrow by:

- Ensuring that all students learn at high levels.
  - Developing the following 21st Century Skills: innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- Achieving a deeply held partnership with the entire community.
- Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.

The District will achieve this overall Mission by building an organization that involves everyone and challenges everyone to grow.

Revised: August, 1997

Revised: January 2004

Approved: February 23, 2004

Revised: November 19, 2007

Approved: December 10, 2007

Revised: February 12, 2013

Approved: February 25, 2013

# *Wisconsin Pupil Services Standards*

Wisconsin's Quality Educator Initiative, or PI 34, has established seven pupil services standards to guide the preparation of professionals within the four pupil services areas (school counselors, school social workers, school psychologists and school nurses).

## **Pupil Services Standards:**

To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.
- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- (5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- (7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.



# School District of Holmen 2016-17

## ***SCHOOL BOARD OF EDUCATION MEMBERS***

Cheryl Hancock - President  
Anita Jagodzinski– Vice President  
Kate Mayer - Clerk  
Gary Dunlap – Treasurer  
Tom Kruse  
Rebecca Rieber  
Liza Collins  
Jaden Beyer, Student Representative



## ***ADMINISTRATION***

Dr. Kristin Mueller, District Administrator  
Jay Clark, Associate District Administrator  
, Director of Instructional Services  
Jill Mason, Director of Pupil Services  
Rachel Fawver, Evergreen Elementary Principal  
Patrice Tronstad, Prairie View Elementary Principal  
Brian Oberweiser, Sand Lake Elementary Principal  
Bonnie Striegel, Viking Elementary Principal  
Ryan Vogler, Middle School Principal  
Keri Holter, Middle School Associate Principal  
Bob Baer, High School Principal  
Wayne Sackett, High School Associate Principal  
Nick Weber, High School Associate Principal  
Sue Eitland, EC/4K Associate Principal  
Mark Englerth, Activities / Athletic Director

# **School District of Holmen**

## **Board of Education Action Regarding**

### **State Standards**

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

#### ***Adoption of the Wisconsin State Standards (CI98-017)***

*The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.*

***BE IT RESOLVED*** that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.



# School District of Holmen

## School Statement

The vision of the school of Holmen is that all emotional and career productive, responsible citizens and lifelong learners in the 21st century.



## Counseling Vision

counseling program in the School District students acquire the educational, social, planning skills necessary to become

## Mission Statement

The mission statement of the School District of Holmen school counseling program is to:

- provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students
- be a student advocate who provides support to maximize student potential and academic achievement
- facilitate the support system to ensure all students in the School District of Holmen have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society

## **School District of Holmen School Counseling Committee**

<b>Committee Members</b>
Amy Kobs – Sand Lake Elementary
Gwen Allen – Evergreen Elementary
Brett Eiken – Prairie View Elementary
Tim Lazarcik – Viking Elementary
Jen Dienger-Hansen – Holmen Middle School
Heather Retzlaff – Holmen Middle School
Erica Kohlmeyer – Holmen Middle School
Heather Franzini – Holmen High School
Kelli Korneta – Holmen High School
Amanda Jensen – Holmen High School
Tim Bakeberg – Holmen High School
Lish Olson – Pupil Services Coordinator
Kari Huth – Instructional Services Coordinator

### **Administrator & Instructional Services Liaison:**

, Director of Instructional Services  
Kari Huth, Instructional Services Coordinator

# Timeline for School Counseling Curriculum Writing

Date	Activity
6/2/16	Timeline overview and planning meeting (Kobs, Retzlaff, Dienger, Kohlmeyer, Franzini, Huth)
6/28/16	Curriculum workday (Kobs, Retzlaff, Dienger, Kohlmeyer, Franzini, Korneta, Jensen, L. Olson)
7/21/16	Curriculum workday (Kobs, Retzlaff, Dienger, Kohlmeyer, Franzini, Korneta, Jensen, G. Allen, J. Mason, L. Olson)
8/17/16	Curriculum workday (Kobs, Retzlaff, Dienger, Kohlmeyer, Korneta, Jensen, G. Allen)
8/25/16	Staff development session (Kobs, Retzlaff, Dienger, Kohlmeyer, Korneta, Jensen, G. Allen, B. Eiken, T. Bakeberg, H. Franzini, L. Olson)

# School Counseling Staff Recommendations

## Overall Planning for Improvement

From the results of external evaluations, survey results, site visits, and advisory committee meeting the school counseling staff has identified the following recommendations:

<b>STRATEGIC OBJECTIVE 1 - STUDENT ACHIEVEMENT &amp; LEARNING</b>	The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.
<b>Recommendations</b>	<p>Designated person with expertise in school counseling programs to lead and oversee the School District of Holmen Counseling Program as we:</p> <ul style="list-style-type: none"> <li>• Conduct program assessment - Gap analysis</li> <li>• Implement K-12 vertically and horizontally aligned Social Emotional Learning</li> <li>• Implement K-12 vertically and horizontally aligned Academic and Career Planning</li> <li>• Increase direct student contact at HMS through regular classroom instruction and small group instruction (See Appendix B)</li> <li>• Increase direct student contact at HHS through small group instruction and individual accessibility</li> <li>• Receive professional development on new curriculum for counselors</li> </ul>
<b>Timeline for Implementation</b>	<p>Adopt and utilize ASCA standards/model to conduct gap analysis during the 2016-17 school year  Review SEL curriculum for purchase by October 2016  Purchase SEL curriculum by January 2017  Receive professional development by September 1, 2017  Implement K-12 vertically aligned Social Emotional Learning during 2017-2018 school year  Implement K-12 vertically aligned Academic and Career Planning during 2017-2018 school year  Review small group curriculum and delivery process during the 2016-17 school year</p>
<b>Shared Involvement for Implementation</b>	Curriculum Director, Pupil Services Director, Building Administrators, K-12 Counselors
<b>Action Taken To Date</b>	<p>Self-study process  Communication with School Counseling Coordinator at West Allis - West Milwaukee School District regarding SEL curriculum</p>

<b>STRATEGIC OBJECTIVE 2 - COMMUNICATION</b>	The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.
<b>Recommendations</b>	<p>K-12</p> <ul style="list-style-type: none"> <li>Regular communication about the work of the school counseling program - staff meetings, classrooms, email, newsletter, website, board meetings, community organization, annual agreement (see Appendix E) with administration, especially regarding new initiatives such as the Academic and Career Planning</li> <li>Improve methods for students to report concerns</li> </ul> <p>Elementary</p> <ul style="list-style-type: none"> <li>Lessons are presented to students in a format that allows families to review lessons with their child</li> </ul> <p>Middle School</p> <ul style="list-style-type: none"> <li>School counseling program needs assessment with stakeholders</li> <li>Provide staff development for all staff on School District of Holmen School Counseling Program and the three domains (Personal/Social, Academic, Career)</li> </ul> <p>High School</p> <ul style="list-style-type: none"> <li>Train staff on EST process</li> <li>Educate HHS staff on available groups and how staff can connect students to these resources</li> </ul>
<b>Timeline for Implementation</b>	<p>2016-17 School Year:</p> <ul style="list-style-type: none"> <li>Determine and plan periodic communications for the school year</li> <li>Schedule recurring communications by SDH Counseling Department for ongoing communications listed above</li> <li>Choose and conduct middle level needs assessment</li> <li>Plan for HMS staff development of the School Counseling Program</li> <li>Plan for HHS staff training on EST process</li> <li>Plan for HHS staff training on groups and connecting students to them</li> </ul> <p>2017-18 School Year:</p> <ul style="list-style-type: none"> <li>Begin utilizing elementary lessons that allow families to review the lessons with their child</li> </ul>
<b>Shared Involvement for Implementation</b>	Curriculum Director, Pupil Services Director, Building Administrators, K-12 Counselors
<b>Action Taken To Date</b>	School board presentations Jan, Feb, March, and April 2016 Articles written for building newsletters

<b>STRATEGIC OBJECTIVE 3 – Fiscal Sustainability</b>	The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.
<b>Recommendations</b>	Provide sustainable technology and training to access counseling curriculum Provide professional and staff development for school counselors Updated resources: purchasing K-12 curriculum
<b>Timeline for Implementation</b>	Summer 2016 through 2016-17 School Year Review school counseling program materials for potential purchase from West Allis-West Milwaukee School District or other sources  Upon approval of curriculum
<b>Shared Involvement for implementation</b>	Curriculum Director, Pupil Services Director, Building Administrators, K-12 Counselors, School Board, IT Department
<b>Action Taken To Date</b>	Initiated communication with West Allis-West Milwaukee School Counseling Director, Joanne Quick



<b>STRATEGIC OBJECTIVE 4: Improvement Capacity/Performance Excellence</b>	The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.
<b>Recommendations</b>	<p>Designated person with expertise in school counseling programs to lead and oversee the School District of Holmen Counseling Program as we:</p> <ul style="list-style-type: none"> <li>• Adopt and implement ASCA Model to guide our programs</li> <li>• Define role of school counselor role regarding mental health, crisis support, and referral</li> <li>• Identify the responsibilities of school counselors within initiatives such as PBIS, ACADEMY, SEL, etc.</li> <li>• Use program outcome data to drive decision-making</li> <li>• Use evidence based practices and strategies</li> <li>• Horizontally and vertically align curriculum and delivery</li> </ul>
<b>Timeline for Implementation</b>	Ongoing throughout the curriculum writing process during the 2016-17 school year
<b>Shared Involvement for Implementation</b>	Curriculum Director, Pupil Services Director, Building Administrators, K-12 Counselors
<b>Action Taken To Date</b>	Self-study process

# Elementary School Counseling Curriculum

The elementary school years are the entry level for students to participate in the school counseling program. Purposeful living and learning is at the center of the school counseling program, K-12. The school counseling content themes are listed below. At the elementary level, all themes will be addressed.

- Academic Success
- Academic and Career Planning
- Character
- Communication / Social Skills
- Diversity
- Safety & Wellness
- Self-understanding/Self-management
- Transitions

School counseling curriculum is provided through classroom guidance lessons, small group counseling, and individual planning and counseling. This document is a framework for our students, as 21<sup>st</sup> century learners.



# Holmen Elementary Schools

## School Counseling Program Description

Grade	September	October	November	December	January	February	March	April	May
K	Academic Success & Self- Understanding	Communication & Social Skills	Communication & Social Skills	Character	Diversity	Self-Awareness & Self-Management	ACP - Careers	Safety & Wellness	Safety & Wellness
1	Academic Success & Self- Understanding	Communication & Social Skills	Communication & Social Skills	Character	Diversity	Self-Awareness & Self-Management	ACP - Careers	Safety & Wellness	Safety & Wellness
2	Academic Success & Self- Understanding	Communication & Social Skills	Communication & Social Skills	Character	Diversity	Self-Awareness & Self-Management	ACP - Careers	Safety & Wellness	Safety & Wellness
3	Academic Success & Self- Understanding	Communication & Social Skills	Communication & Social Skills	Character	Diversity	Self-Awareness & Self-Management	ACP - Careers	Safety & Wellness	Safety & Wellness
4	Academic Success & Self- Understanding	Communication & Social Skills	Communication & Social Skills	Character	Diversity	Self-Awareness & Academic/ Career Planning	ACP - Careers	Safety & Wellness	Safety & Wellness
5	Academic Success & Self- Understanding	Communication & Social Skills	Communication & Social Skills	Character	Diversity	Self-Awareness & Academic/ Career Planning	ACP - Careers	Safety & Wellness	Safety & Wellness

Direct (core curriculum, individual student planning, responsive services)			Indirect (referrals for additional assistance, consultation and collaboration with parents, teachers, and other educators and community organizations)	Other (non-counseling duties)
School Counseling Curriculum	Individual Student Planning	Responsive Services	Systems Support	
<ul style="list-style-type: none"> <li>● Classroom Guidance Lessons</li> <li>● Universal PBIS Lessons (delivered by all) (See K-12 School Counseling Content Themes)</li> </ul>	<ul style="list-style-type: none"> <li>● Academic &amp; Career Planning               <ul style="list-style-type: none"> <li>○ Parent / counselor / student conferencing</li> </ul> </li> <li>● Transition: Transfer Students/Families</li> </ul>	<ul style="list-style-type: none"> <li>● Individual Counseling</li> <li>● Small group counseling</li> <li>● Conflict resolution Services</li> <li>● Family Systems Support</li> <li>● Crisis Response</li> <li>● Community Referrals</li> <li>● Community Resources</li> <li>● Consultation, Collaboration, &amp; Teaming</li> <li>● EST Plan support as appropriate to school counseling</li> <li>● Section 504 support as appropriate to school counseling</li> </ul>	<ul style="list-style-type: none"> <li>● IEPs</li> <li>● Calendaring</li> <li>● Community Collaborations</li> <li>● Consultation, Collaboration, &amp; Teaming</li> <li>● Crisis Response Team Meetings</li> <li>● District/Building Committees</li> <li>● Educational Support Team (EST) Meetings</li> <li>● Professional Development</li> <li>● Professional Organizations (ASCA/WSCA)</li> <li>● PBIS</li> <li>● Program Development, Data Collection, &amp; Evaluation</li> <li>● Recordkeeping / Documentation</li> <li>● RtI</li> <li>● Record Review</li> <li>● ALICE</li> </ul>	<ul style="list-style-type: none"> <li>● LEA IEP</li> <li>● Supervision</li> <li>● 504 Case Management</li> <li>● Field Trips/school-wide activities</li> </ul>

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors	Development Date: 2016-2017	Instructional Level: Kindergarten	Unit :Academic Success
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ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)  Mindset Standard 2. Students will show self confidence in ability to succeed  Behavior Standard: Learning Strategies 4. Students will apply self- motivation and self- direction in their learning	Transfer	
	Students will be able to independently use their learning to... Recognize when they are using growth mindset	
	Meaning	
	UNDERSTANDINGS Students will  • Accept and recognize mistakes are a part of the learning process • Explain how to take responsibility for their learning	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) • What kinds of mistakes do students and adults make? • What do you do if you make a mistake? • What can you do to be a successful learner within the classroom?
	Acquisition	
	Students will KNOW... (Including Tier II and Tier III vocabulary)  • Whole body listening	Students will be skilled at (DO)... • Listing adults to go to for support or assistance • Whole body listening • Recalling how mistakes help us learn
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE:   <type here>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors	Development Date: 2016-2017	Instructional Level: 1 <sup>st</sup> Grade	Unit :Academic Success
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<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 2. Students will show self confidence in ability to succeed</p> <p>Behavior Standard: Learning Strategies 4.Students will apply self- motivation and self-direction in their learning</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize when they are using growth mindset	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> Students will</p> <ul style="list-style-type: none"> <li>Accept and recognize mistakes are a part of the learning process</li> <li>Explain how to take responsibility for their learning</li> </ul>	<p><b>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</b></p> <ul style="list-style-type: none"> <li>What kinds of mistakes do students and adults make?</li> <li>What steps can you take if you have made a mistake?</li> <li>What does it look like to be a 1<sup>st</sup> grade student?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Whole body listening</li> <li>Responsibility</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Listing adults to go to for support or assistance</li> <li>Demonstrating Whole body listening</li> <li>Listing ways of being a responsible learner</li> </ul>
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors    Development Date: 2016-2017    Instructional Level: 2<sup>nd</sup> Grade    Unit :Academic Success

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 2. Students will show self confidence in ability to succeed</p> <p>Behavior Standard: Self-management skills 6. Students will demonstrate ability to overcome barriers to learning</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Recognize when they are using growth mindset	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Accept and recognize mistakes are a part of the learning process</li> <li>Explain possible barriers to learning</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What do you do when you need help?</li> <li>What do you do when you encounter a barrier in your learning?</li> <li>What ways can you show you are a responsible learner within the classroom?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Barriers</li> <li>Responsibility</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Listing ways to overcome barriers</li> <li>List ways of being a responsible learner</li> </ul>
Evaluative Criteria	Assessment Evidence	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	OTHER EVIDENCE:    <type here>	

COURSE NAME: ELEMENTARY SCHOOL COUNSELING				
Developers: School Counselors		Development Date: 2016-2017	Instructional Level: 3rd Grade	Unit :Academic Success
<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Behavior: Learning Strategy</p> <p>4. Students will apply self-motivation and self-direction to learning</p> <p>Behavior Standard: Self-management skills</p> <p>6.Students will demonstrate ability to overcome barriers to learning</p> <p>5.Students will demonstrate perseverance to achieve long and short term goals</p>	Transfer			
	Students will be able to independently use their learning to... Recognize when they are using growth mindset			
	Meaning			
	UNDERSTANDINGS Students will		ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
	<ul style="list-style-type: none"><li>Identify habits necessary for school success</li><li>Recognize perseverance in self and others</li></ul>		<ul style="list-style-type: none"><li>What is perseverance?</li><li>What steps can you take to overcome a barrier to your learning?</li><li>What ways can you show you are a responsible learner within the classroom?</li><li>What skills are needed to become a successful learner?</li></ul>	
	Acquisition			
Students will KNOW... (Including Tier II and Tier III vocabulary)		Students will be skilled at (DO)...		
<ul style="list-style-type: none"><li>Perseverance</li><li>Responsibility</li><li>Work habits</li></ul>		<ul style="list-style-type: none"><li>Listing ways to overcome barriers</li><li>List ways of being a responsible learner</li><li>Explaining how perseverance supports academic success</li><li>Sharing successful school habits</li></ul>		
Evaluative Criteria		Assessment Evidence		



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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 4<sup>th</sup> Grade | Unit :Academic Success

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Behavior: Learning Strategy 3. Students will use time-management, organizational, and study skills</p> <p>Behavior Standard: Self-management skills 6.Students will demonstrate ability to overcome barriers to learning 5.Students will demonstrate perseverance to achieve long and short term goals</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Recognize when they are using growth mindset	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Identify habits necessary for school success</li> <li>Explain positive organizational and study skills</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is perseverance?</li> <li>What does it mean to be an organized learner?</li> <li>What ways can you show you are a responsible learner?</li> <li>What skills are needed to become a successful learner?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Organization</li> <li>Perseverance</li> <li>Work habits</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Listing ways to overcome barriers</li> <li>Listing multiple ways that they can be an organized learner</li> <li>Explaining how perseverance supports academic success</li> <li>Stating successful school habits</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 5<sup>th</sup> Grade | Unit :Academic Success

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Behavior: Learning Strategy 3. Students will use time-management, organizational, and study skills</p> <p>Behavior Standard: Self-management skills 6.Students will demonstrate ability to overcome barriers to learning 5.Students will demonstrate perseverance to achieve long and short term goals</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Recognize when they are using growth mindset	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>• Explain positive organizational skills for assignments and/or task completion</li> <li>• Identify what grit means</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>• What is perseverance?</li> <li>• What do you take to be an organized learner?</li> <li>• What ways can you show you are a responsible learner?</li> <li>• What do we do when things don't go as we expect?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Perseverance</li> <li>• Work habits</li> <li>• Grit</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>• List ways of being an organized learner</li> <li>• Explaining how grit supports academic success</li> <li>• Stating successful school habits</li> <li>• Explaining what personal responsibility looks like</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

*Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Kindergarten | Unit :Communication /Social Skills*

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset</p> <p>3. Sense of belonging in the school environment.</p> <p>Behavior Standard: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Students will create positive and supportive relationships with other students</p> <p>4. Students will demonstrate empathy</p> <p>8. Students will demonstrate advocacy skills and ability to assert self when necessary</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... demonstrate how to be a friend.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>identify positive interpersonal interactions</li> <li>expresses verbal communication for positive problem solving</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>How does a friend act?</li> <li>What is a friend?</li> <li>What is something a friend would do?</li> <li>What is something a friend would not do?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Friend</li> <li>I message</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Identifying two positive behaviors that builds friendships</li> <li>Demonstrating problem solving skills.</li> <li>Identifying two negative behaviors that break down friendships.</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S):	

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<type here>	OTHER EVIDENCE: <type here>

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 1st Grade | Unit :Communication /Social Skills

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset

3. Sense of belonging in the school environment.

Behavior Standard: Social Skills

1. Use effective oral and written communication skills and listening skills
2. Students will create positive and supportive relationships with other students
4. Students will demonstrate empathy
8. Students will demonstrate advocacy skills and ability to assert self when necessary

Students will be able to independently use their learning to... demonstrate how to be a friend.

## Meaning

### UNDERSTANDINGS

Students will identify basic skills for

- Identify positive interpersonal interactions
- Expressing verbal communication for positive problem solving
- Recognize the skills to be a friend.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- How does a friend act?
- How can I be a good friend?
- Why are friendships important?
- How do you solve problems with your friends?

## Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Problem solving
- Friend
- I message

Students will be skilled at (DO)...

- Identifying two positive behaviors that builds friendships
- Demonstrating problem solving skills.
- Identifying two negative behaviors that break down friendships.
- Demonstrating one positive action in a problem solving scenario.



Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 2nd Grade | Unit :Communication /Social Skills

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset</p> <p>3. Sense of belonging in the school environment.</p> <p>Behavior Standard: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Students will create positive and supportive relationships with other students</p> <p>4. Students will demonstrate empathy</p> <p>8. Students will demonstrate advocacy skills and ability to assert self when necessary</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... demonstrate how to be a friend.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identifying positive interpersonal interactions to make and keep a friend.</li> <li>Expressing verbal communication for positive problem solving</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>How does a friend act?</li> <li>How can I be a good friend?</li> <li>Why are friendships important?</li> <li>How do you solve problems with your friends?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Friend</li> <li>I message</li> <li>Conflict</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Identifying two positive behaviors that builds friendships</li> <li>Identifying the steps of solving problems and conflicts with others.</li> <li>Identifying two negative behaviors that break down friendships.</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 3rd Grade | Unit :Communication /Social Skills

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset</p> <p>3. Sense of belonging in the school environment.</p> <p>Behavior Standard: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Students will create positive and supportive relationships with other students</p> <p>4. Students will demonstrate empathy</p> <p>8. Students will demonstrate advocacy skills and ability to assert self when necessary.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... identify the interpersonal skills necessary to build a quality relationship.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identifying positive interpersonal interactions to make and keep a friend.</li> <li>Identifying what bullying is.</li> <li>Identifying the different forms of bullying.</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is a bully?</li> <li>How do you respond when you see someone being bullied?</li> <li>Why are friendships important?</li> <li>How do you solve problems with your friends?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Bully/Target/UpStander/Bystander</li> <li>I Message/assertive communication</li> <li>Problem Solving Strategies</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Identifying what bullying is.</li> <li>Identifying the different forms of bullying.</li> <li>Demonstrating the steps of solving problems.</li> <li>Demonstrating problem solving when experiencing or witnessing a bullying situation.</li> </ul>

Evaluative Criteria	Assessment Evidence
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 4th Grade | Unit :Communication /Social Skills

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset</p> <p>3. Sense of belonging in the school environment.</p> <p>Behavior Standard: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Students will create positive and supportive relationships with other students</p> <p>4. Students will demonstrate empathy</p> <p>8. Students will demonstrate advocacy skills and ability to assert self when necessary.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... identify the interpersonal skills necessary to build a quality relationship.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identifying positive interpersonal interactions to make and keep a friend.</li> <li>Applying problem solving strategies.</li> <li>Identifying what bullying is.</li> <li>Identifying the different forms of bullying.</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is a bully?</li> <li>How do you respond when you see someone being bullied?</li> <li>Why are friendships important?</li> <li>How do you solve problems with your friends?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Bully/Target/UpStander/Bystander</li> <li>Assertive/aggressive communication</li> <li>Problem Solving Strategies</li> <li>Healthy friendship</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognizing the difference between bullying and disrespect.</li> <li>Identify the different forms of bullying.</li> <li>Review and implement skills to resolve problems and conflicts successfully.</li> <li>Demonstrates problem solving when experiencing or witnessing a bullying situation.</li> </ul>

Evaluative Criteria	Assessment Evidence
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors	Development Date: 2016-2017	Instructional Level: 5th Grade	Unit :Communication /Social Skills
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ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer	
	Students will be able to independently use their learning to... identify the interpersonal skills necessary to build a quality relationship.	
	Meaning	
	UNDERSTANDINGS Students will identify basic skills for	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
	<ul style="list-style-type: none"><li>Identify positive interpersonal interactions to make and keep a healthy friendship.</li><li>Identify bullying.</li><li>Identify the different forms of bullying.</li></ul>	<ul style="list-style-type: none"><li>What is the difference between bullying and disrespect?</li><li>How do you respond when you see someone being bullied?</li><li>What is a healthy friendship?</li><li>How do you solve problems with your friends?</li></ul>
	Acquisition	
Mindset 3. Sense of belonging in the school environment.	Students will KNOW... (Including Tier II and Tier III vocabulary)	Students will be skilled at (DO)...
	<ul style="list-style-type: none"><li>Bully/Target/UpStander/Bystander</li><li>Assertive/aggressive communication</li><li>Healthy friendship</li></ul>	<ul style="list-style-type: none"><li>Recognizing the difference between bullying and disrespect.</li><li>Identifying the different forms of bullying.</li><li>Reviewing and implementing skills to resolve problems and conflicts successfully.</li><li>Demonstrating problem-solving</li></ul>
Behavior Standard: Social Skills		
1. Use effective oral and written communication skills and listening skills		
2. Students will create positive and supportive relationships with other students		
4. Students will demonstrate empathy		
8. Students will demonstrate advocacy skills and ability to assert self when necessary.		



		strategies when experiencing or witnessing a bullying situation.
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Kindergarten | Unit :Self-Understanding and Self-Management

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 2. Demonstrate Self-Discipline and Self-Control 7. Demonstrate effective coping skills when faced with a problem.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... identify and manage feelings.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify a variety of feelings</li> <li>Identify the feelings in others</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What are feelings?</li> <li>Why is it important to recognize and understand feelings?</li> <li>How do I manage my feelings?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Self-talk</li> <li>Mad, sad, happy, frustrated, jealous, excited, anger</li> <li>Deep breathing</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>List feelings in self and others</li> <li>Stating two strategies to manage feelings</li> <li>Explaining what self-talk</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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<type here>	OTHER EVIDENCE:   <type here>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 1st Grade | Unit :Self-Understanding/Self-Management

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 2. Demonstrate Self-Discipline and Self-Control 4. Demonstrate Empathy 7. Demonstrate effective coping skills when faced with a problem.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... identify and manage feelings.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify a variety of feelings</li> <li>Identify the feelings in others</li> <li>Recognize strategies to manage feelings</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What are feelings?</li> <li>Why is it important to recognize and understand feelings?</li> <li>How can we manage our feelings?</li> <li>How can you tell how someone else is feeling?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Self-talk</li> <li>Mad, sad, happy, frustrated, Jealous, excited, anger</li> <li>Deep breathing</li> <li>Empathy</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>List feelings in self and others</li> <li>Stating two strategies to manage feelings</li> <li>Explaining what self-talk</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 2nd Grade | Unit :Self-Understanding/Self-Management

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer	
	Students will be able to independently use their learning to... identify and manage feelings.	
	Meaning	
	UNDERSTANDINGS Students will identify basic skills for <ul style="list-style-type: none"><li>Identify a variety of feelings</li><li>Identify the feelings in others</li><li>Recognize strategies to manage feelings</li></ul>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none"><li>What are feelings?</li><li>Why is it important to recognize and understand feelings?</li><li>How can we manage our feelings?</li><li>How can you tell how someone else is feeling?</li></ul>
	Acquisition	
Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.	Students will KNOW... (Including Tier II and Tier III vocabulary) <ul style="list-style-type: none"><li>Self-talk</li><li>Deep breathing</li><li>Empathy</li></ul>	Students will be skilled at (DO)... <ul style="list-style-type: none"><li>List feelings in self and others</li><li>Stating three strategies to manage feelings</li><li>Explaining what self-talk</li><li>recognize empathy</li></ul>
	Behavior Standard: Self-Management Skills 2. Demonstrate Self-Discipline and Self-Control 4. Demonstrate Empathy 7. Demonstrate effective coping skills when faced with a problem.	
Evaluative Criteria	Assessment Evidence	
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## COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors    Development Date: 2016-2017    Instructional Level: 3rd Grade    Unit :Self-Understanding/Self-Management

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 2. Demonstrate Self-Discipline and Self-Control 4. Demonstrate Empathy 7. Demonstrate effective coping skills when faced with a problem.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... identify and manage feelings.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify the feelings in others</li> <li>Recognize strategies to manage feelings</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What can you do when someone is having strong emotions?</li> <li>Why is it important to recognize and understand feelings?</li> <li>How can we manage our feelings?</li> <li>What can we do to demonstrate compassion?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Negative/positive self-talk</li> <li>Compassion</li> <li>Empathy</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognize mindfulness.</li> <li>Stating four strategies to manage feelings</li> <li>Explaining what compassion is.</li> <li>Recognizing empathy in self and others</li> </ul>

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 4th Grade | Unit :Self-Understanding/Self-Management

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p><b>Mindset Standard</b> 1. Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p><b>Behavior Standard: Self-Management Skills</b> 2. Demonstrate Self-Discipline and Self-Control 4. Demonstrate Empathy 7. Demonstrate effective coping skills when faced with a problem.</p> <p><b>Behavior: Social Skills</b> 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize the interrelationship of thoughts, feelings, and actions.	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify how thoughts drive feelings</li> <li>Identify actions in relation to various feelings.</li> </ul>	<p><b>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</b></p> <ul style="list-style-type: none"> <li>What do you do when you are experiencing strong emotions?</li> <li>Why do we experience different emotions to the same event?</li> <li>How can we manage our feelings?</li> <li>What causes strong emotional reactions?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>negative/positive self-talk</li> <li>empathy/compassion</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognize mindfulness.</li> <li>Stating personal strategies to manage feelings</li> <li>Explaining what compassion is.</li> <li>Recognize thoughts drive feelings and feelings drive actions</li> </ul>



Evaluative Criteria	Assessment Evidence
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<type here>	OTHER EVIDENCE: <type here>

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 5th Grade | Unit :Self-Understanding/Self-Management

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 2. Demonstrate Self-Discipline and Self-Control 4. Demonstrate Empathy 7. Demonstrate effective coping skills when faced with a problem.</p> <p>Behavior: Social Skills 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize the interrelationship of thoughts, feelings, and actions.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify how thoughts drive feelings</li> <li>Identify actions in relation to various feelings</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What do you do when you are experiencing strong emotions?</li> <li>Why do we experience different emotions to the same event?</li> <li>How can we manage our feelings?</li> <li>What causes strong emotional reactions?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Negative/positive self-talk</li> <li>Empathy/compassion</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognize mindfulness.</li> <li>Stating personal strategies to manage feelings</li> <li>Explaining what compassion is.</li> <li>Recognize thoughts drive feelings and feelings drive actions</li> </ul>

Evaluative Criteria	Assessment Evidence
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Kindergarten | Unit :Character

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social, emotional, physical well-being.</p> <p>Behavior Standard: Self-Management Skills 1. Demonstrate ability to assume responsibility.</p> <p>Behavior: Social Skills 5. Demonstrate ethical decision making and social responsibility.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize kindness and responsibility as important components of personal character	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify kindness in self and others.</li> <li>Explain different ways of being responsible.</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What are some ways you can show kindness?</li> <li>Why is showing kindness to others important?</li> <li>What responsibilities do you have at school?</li> <li>What responsibilities do you have at home?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Kindness</li> <li>Responsibility</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognizing what it means to be responsible at home, school, and community.</li> <li>Stating ways to be kind to others</li> <li>Explaining what kindness is.</li> <li>Recognizing kind actions by others</li> </ul>

Evaluative Criteria	Assessment Evidence
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors

Development Date: 2016-2017

Instructional Level: 1st Grade

Unit :Character

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standard

1. Believe in development of whole self, including a healthy balance of mental, social, emotional, physical well-being.

Behavior Standard: Self-Management Skills

1. Demonstrate ability to assume responsibility.

Behavior: Social Skills

5. Demonstrate ethical decision making and social responsibility.

## Transfer

Students will be able to independently use their learning to... recognize kindness and responsibility as important components of personal character.

## Meaning

### UNDERSTANDINGS

Students will identify basic skills for

- identify ways to show personal responsibility for actions
- identify kind actions in yourself and others

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What do you do to show kind actions toward others?
- How can a classmate show kindness toward you?
- How can you take responsibility when you have hurt a classmates feelings?

## Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Responsibility
- Honesty
- Kindness

Students will be skilled at (DO)...

- Recognizing kindness.
- Stating personal strategies for taking responsibility for unkind behaviors
- Explaining what kindness looks like and sounds like

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors

Development Date: 2016-2017

Instructional Level: 2nd Grade

Unit :Character

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social, emotional, physical well-being.</p> <p>Behavior Standard: Self-Management Skills 1. Demonstrate ability to assume responsibility.</p> <p>Behavior: Social Skills 5. Demonstrate ethical decision-making and social responsibility.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize kindness and responsibility as important components of personal character.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>identify ways to show personal responsibility for actions</li> <li>identify kind actions in yourself and others</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking</p> <ul style="list-style-type: none"> <li>What do you do to show kind actions toward others?</li> <li>How can a classmate show kindness toward you?</li> <li>How can you take responsibility when you have hurt a classmates feelings?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Self-responsibility</li> <li>Kindness</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognizing kindness.</li> <li>Stating personal strategies for taking responsibility for unkind behaviors</li> <li>Explaining what kindness looks like and sounds like</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 3rd Grade | Unit :Character

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard</p> <p>1. Believe in development of whole self, including a healthy balance of mental, social, emotional, physical well-being.</p> <p>Behavior Standard: Self-Management Skills</p> <p>1. Demonstrate ability to assume responsibility.</p> <p>Behavior: Social Skills</p> <p>5. Demonstrate ethical decision-making and social responsibility.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize honesty and integrity as components of personal character.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>identify what integrity means</li> <li>identify actions that promote self-responsibility and honesty</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>Why do some students make poor choices when adults aren't looking?</li> <li>How does having integrity help demonstrate honesty to self and others?</li> <li>What are some examples of integrity?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Integrity</li> <li>Self-discipline</li> <li>Honesty</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognize integrity</li> <li>Stating personal times of demonstrating integrity</li> <li>recognizing how taking self-responsibility is a demonstration of honesty</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 4th Grade | Unit :Character

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social, emotional, physical well-being.</p> <p>Behavior Standard: Self-Management Skills 1. Demonstrate ability to assume responsibility.</p> <p>Behavior: Social Skills 5. Demonstrate ethical decision making and social responsibility.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize kindness and integrity as components of personal character	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>identify how integrity supports kind actions toward self and others</li> <li>identify honesty and self-discipline</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What might it look like to do the right thing even when no one is looking</li> <li>What ways have you shown integrity</li> <li>How does being honest demonstrate self-control</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III)</p> <ul style="list-style-type: none"> <li>Integrity</li> <li>Honesty</li> <li>Self-Discipline</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognize acts of integrity.</li> <li>Stating personal strategies to manage feelings</li> <li>Explaining what compassion is.</li> <li>recognize thoughts drive feelings and feelings drive actions</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 5th Grade | Unit :Character

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 1. Believe in development of whole self, including a healthy balance of mental, social, emotional, physical well-being.</p> <p>Behavior Standard: Self-Management Skills 1. Demonstrate ability to assume responsibility.</p> <p>Behavior: Social Skills 5. Demonstrate ethical decision-making and social responsibility.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... recognize kindness and integrity as components of personal character	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will identify basic skills for</p> <ul style="list-style-type: none"> <li>Identify how integrity supports kind actions toward self and others</li> <li>Identify what self-discipline is</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What might a person do if they found \$20 to demonstrate integrity?</li> <li>How is self-discipline linked with integrity?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Integrity</li> <li>Self-discipline</li> <li>Character</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognize integrity</li> <li>Stating personal examples of self-discipline</li> <li>Recognize that honesty and self-discipline are parts on one's character</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Kindergarten | Unit :Safety and Wellness

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <i>Mindset Standard - 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.</i>  Behavior Standard: Self-Management Skills 9, Demonstrate personal safety skills.  Behavior Standard: Social Skills 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.	<b>Transfer</b>	
	Students will be able to independently use their learning to... use safety skills at school and outside of school	
	<b>Meaning</b>	
	UNDERSTANDINGS Students will  <ul style="list-style-type: none"><li>Identify trusted adults in the school and community</li><li>Identify what a stranger is</li></ul>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and  <ul style="list-style-type: none"><li>What is a stranger?</li><li>Who are some trusted adults in your life?</li></ul>
	<b>Acquisition</b>	
	Students will KNOW... (Including Tier II and Tier III vocabulary) <ul style="list-style-type: none"><li>Stranger</li><li>Trusted adult</li></ul>	Students will be skilled at (DO)... <ul style="list-style-type: none"><li>Identifying the difference between a trusted adult and a stranger</li></ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 1st Grade | Unit :Safety and Wellness

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 9, Demonstrate personal safety skills.</p> <p>Behavior Standard: Social Skills</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Use safety skills at school and outside of school	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Identify resource people in the school and community</li> <li>Strategies for staying safe</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and</p> <ul style="list-style-type: none"> <li>Who are the trusted adults in your life?</li> <li>What are some strategies for staying safe at school and home?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Stranger</li> <li>personal information</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Identifying the difference between candy and medicine</li> <li>Recognizing which adult can assist to keep you safe and healthy</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 2nd Grade | Unit :Safety and Wellness

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 9, Demonstrate personal safety skills.</p> <p>Behavior Standard: Social Skills</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Use safety skills at school and outside of school	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Identify resource people in the school and community, and know how to seek their help</li> <li>Describe steps necessary to remain safe in public places</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and</p> <ul style="list-style-type: none"> <li>What is a way to stay safe in public places?</li> <li>What are tricks a stranger might use to lure children?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Stranger</li> <li>Trusted Adult</li> <li>Public Place</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Trusting their intuition ("Oh, Oh, feelings")</li> <li>Recognizing steps to take to remain safe in public places</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 3rd Grade | Unit :Safety and Wellness

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 9, Demonstrate personal safety skills.</p> <p>Behavior Standard: Social Skills 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Use safety skills at school and outside of school	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Know appropriate use of internet</li> <li>Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</li> <li></li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and</p> <ul style="list-style-type: none"> <li>What is my personal information?</li> <li>What are some leisure activities other than internet?</li> <li>What personal information should be shared on internet.</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>leisure activities</li> <li>personal information</li> <li>Internet safety</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Steps to stay safe on the internet</li> <li>Listing their personal information</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 4th Grade | Unit :Safety and Wellness

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 9, Demonstrate personal safety skills.</p> <p>Behavior Standard: Social Skills 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Use safety skills at school and outside of school	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Know appropriate use of internet</li> <li>Identify what peer pressure is</li> <li>Recognize stress and the possible effects of stress</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and</p> <ul style="list-style-type: none"> <li>What things might students feel pressured to do from a peer?</li> <li>How do you use the internet safely?</li> <li>How can we say no when being peer pressured?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Screen time</li> <li>Cyberbullying</li> <li>Stress</li> <li>Peer Pressure</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Standing up for themselves and others when necessary</li> <li>Refusing negative peer pressure with confidence</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 5th Grade | Unit :Safety and Wellness

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard – 1. Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.</p> <p>Behavior Standard: Self-Management Skills 9, Demonstrate personal safety skills.</p> <p>Behavior Standard: Social Skills 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Use safety skills at school and outside of school	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Know appropriate use of internet</li> <li>Know different ways to manage their stress</li> <li>Recognize what causes them stress</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and</p> <ul style="list-style-type: none"> <li>What are things that cause you to feel stress?</li> <li>What ways do you manage your stress in healthy ways?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Cyber bullying</li> <li>Peer Pressure</li> <li>Self-awareness</li> <li>Stress</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Be confident when saying “No.”</li> <li>Standing up for themselves and others when necessary</li> <li>Developing a sense of awareness of personal stress and coping skills</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
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# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Kindergarten | Unit :ACP-Careers

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard 3. Students will develop a sense of belonging in the school environment</p> <p>Behavior Standard: Learning Strategies 2.Students will demonstrate creativity</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Identify workers within the school environment.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Student will</p> <ul style="list-style-type: none"> <li>Define work</li> <li>Define job</li> <li>Give examples of jobs in classroom and school</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is work?</li> <li>Who are workers in our school?</li> <li>Jobs in our school and classroom</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Job</li> <li>Work</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Starting and completing task</li> <li>Recognizing classroom and school jobs</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:    &lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 1st grade | Unit :ACP-Careers

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - Self confidence in ability to succeed</p> <p>Behavior Standard: Self-Management Skills 1.Demonstrate ability to assume responsibility</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Identify workers in the schools, family, and community	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Identify community</li> <li>Describe many jobs in a community</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What do you want to be when you grow up?</li> <li>Where do your parents work?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Community</li> <li>Jobs</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Starting and completing a task</li> <li>Recognizing jobs in the community</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 2nd grade | Unit :ACP-Careers

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard Self-confidence in ability to succeed</p> <p>Behavior Standard: Social Skills 3. Demonstrate ability to work independently</p> <p>Behavior Standard: Learning Strategies 6. Set high standards of quality</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... understand their strengths and abilities.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Identify personal strengths</li> <li>Describe individual differences</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is a responsibility you have at home?</li> <li>What is a responsibility you have at school?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Difference</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognizing personal academic skills and strengths</li> <li>Identifying responsibilities at school and home</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 3rd grade | Unit :ACP-Careers

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - Positive attitude toward work and learning</p> <p>Behavior Standard: Social Skills</p> <p>6. Students will use effective collaboration and cooperation skills</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Recognize when they are using growth mindset	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Introduce what a career is</li> <li>Name important qualities of a good worker</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What are the different jobs in our community?</li> <li>What are the characteristics of a good worker?</li> <li>Why do we choose different careers?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Career</li> <li>Community</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Recognizing characteristics of a good worker</li> <li>Knowing why our world need different types of jobs</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 4th grade | Unit :ACP-Careers

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - Positive attitude toward work and learning</p> <p>Behavior Standard: Learning Strategies</p> <p>4. Apply self-motivation and self-direction to learning</p> <p>Behavior Standard: Self-management skills</p> <p>3. Demonstrate ability to work independently</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... identify the relationship between academic skills and the world of work	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Identify interests</li> <li>Identify learning styles</li> <li>Identify various careers and occupations</li> <li>Recognize what a resume is</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What ways do you find learning easiest?</li> <li>What are some occupations you find would like to learn more about?</li> <li>What academic skills do you have now that will help you in a future occupation?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Resume</li> <li>Learning Styles</li> <li>Occupations</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Writing a resume</li> <li>Recognizing various learning styles</li> <li>Identifying a variety of occupations</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	OTHER EVIDENCE:    <type here>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: 5th grade | Unit :ACP-Careers

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard Belief in using abilities to their fullest to achieve high-quality results and outcomes Positive attitude towards work and learning</p> <p>Behavior Standard: Learning Strategies 7. Identify long and short-term academic, career, and social/emotional goals</p> <p>Behavior Standard: Social Skills 2. Use effective oral and written communication skills and listening skills</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... Identify the relationship between academic skills and the world of work	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to create an academic/educational goal</li> <li>• Create long/short term personal/social goals</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>• What is one goal that you have for yourself this school year?</li> <li>• What is a hope or dream for yourself in 10 years?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Short term</li> <li>• Long term</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>• Developing a short term goal for academics</li> <li>• Developing long term personal and career goals</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors	Development Date: 2016-2017	Instructional Level: Kindergarten	Unit : Diversity
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<div>ESTABLISHED GOALS <i>(Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</i></div> <div>Mindset Standard</div> <div>Belief in using abilities to their fullest to achieve high-quality results and outcomes</div> <div>Sense of belonging in the school environment</div> <div>Behavior Standard: Social Skills</div> <div>2. Create positive and supportive relationships with other students</div> <div>5. Demonstrate ethical decision making and social responsibility</div>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to... identify similarities and differences between self and others</i>	
	<b>Meaning</b>	
	UNDERSTANDINGS <i>Students will</i> <ul style="list-style-type: none"><li>Respect and accept individual differences</li><li>Respect alternative points of view</li></ul>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking)</i> <ul style="list-style-type: none"><li>How are you similar to your classmates?</li><li>How are you different from your classmates?</li></ul>
	<b>Acquisition</b>	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"><li>Similar</li><li>Difference</li><li>Unique</li></ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"><li>Students will identify a similarity and a difference between themselves and classmates</li></ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors

Development Date: 2016-2017

Instructional Level: First grade

Unit : Diversity

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard</p> <p>Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Sense of belonging in the school environment</p> <p>Behavior Standard: Social Skills</p> <p>2. Create positive and supportive relationships with other students</p> <p>5. Demonstrate ethical decision making and social responsibility</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... acquire the knowledge, attitudes and interpersonal skills to help them understand and respect themselves and others	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Respect and accept individual differences</li> <li>Respect alternative points of view</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking</p> <ul style="list-style-type: none"> <li>What are some things you are good at doing?</li> <li>What are some things that do not come easily for you?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Ability</li> <li>Disability</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Students will identify strengths and opportunities for improvement</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	OTHER EVIDENCE: <type here>	



# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Second grade | Unit : Diversity

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard Belief in using abilities to their fullest to achieve high-quality results and outcomes Sense of belonging in the school environment</p> <p>Behavior Standard: Social Skills 2. Create positive and supportive relationships with other students 5. Demonstrate ethical decision making and social responsibility</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... develop an understanding of the different qualities and attributes that help make all of us unique	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>• Respect and accept individual differences</li> <li>• Respect alternative points of view</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking</p> <ul style="list-style-type: none"> <li>• How do you express yourself?</li> <li>• What makes you unique?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Unique</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>• Identifying three qualities that help to make each student special</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors

Development Date: 2016-2017

Instructional Level: Third grade

Unit : Diversity

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard Belief in using abilities to their fullest to achieve high-quality results and outcomes Sense of belonging in the school environment</p> <p>Behavior Standard: Social Skills 2. Create positive and supportive relationships with other students 5. Demonstrate ethical decision making and social responsibility</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to... begin to develop an understanding/appreciation of different cultures and heritages	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS Students will</p> <ul style="list-style-type: none"> <li>Respect and accept individual differences</li> <li>Respect alternative points of view</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking</p> <ul style="list-style-type: none"> <li>What traditions does your family celebrate?</li> <li>What ethnic foods do you enjoy?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Customs</li> <li>Traditions</li> <li>Culture</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Students will identify different foods/holidays/music/art/customs</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:     &lt;type here&gt;</p>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Fourth grade | Unit : Diversity

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard – Belief in using abilities to their fullest to achieve high-quality results and outcomes Sense of belonging in the school environment</p> <p>Behavior Standard: Social Skills 2. Create positive and supportive relationships with other students 5. Demonstrate ethical decision making and social responsibility</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Develop an understanding of cliques, of how it feels to be left out of a group, and of inclusion</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS <i>Students will</i></p> <ul style="list-style-type: none"> <li>• Respect and accept individual differences</li> <li>• Respect alternative points of view</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking)</p> <ul style="list-style-type: none"> <li>• Why do you believe inclusion is important?</li> <li>• What is self-esteem?</li> <li>• Why do you think people tend to compare themselves to others?</li> <li>• Do you believe this fosters or hinders their personal growth?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Clique</li> <li>• Inclusion</li> <li>• Relational bullying</li> </ul>	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <li>• Students will be able to explain what a clique is and the negative effects resulting from exclusion</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S):     <type here>	
<type here>	OTHER EVIDENCE:     <type here>	

# COURSE NAME: ELEMENTARY SCHOOL COUNSELING

*Developers: School Counselors | Development Date: 2016-2017 | Instructional Level: Fifth grade | Unit : Diversity*

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standard - Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>3. Sense of belonging in the school environment</p> <p>Behavior Standard: Social Skills</p> <p>2. Create positive and supportive relationships with other students</p> <p>5. Demonstrate ethical decision making and social responsibility</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>To develop an understanding of different perspectives</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> <li>• Respect and accept individual differences</li> <li>• Respect alternative points of view</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking</p> <ul style="list-style-type: none"> <li>• What is perspective?</li> <li>• What is one decision you have made that, looking back now, you would have made a different choice?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Point of view</li> </ul>	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <li>• Students will apply the concept of perspective to their decision making processes</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	

# Middle School Curriculum

The middle school years are a continuation of elementary learning shifting the focus to be developmentally appropriate to middle school developmental needs. Purposeful living and learning is at the center of the school counseling program, K-12. The school counseling content themes are listed below. In middle school, all themes will be addressed.

- Academic Success
- Academic and Career Planning
- Character
- Communication / Social Skills
- Diversity
- Safety & Wellness
- Self-understanding/Self-management
- Transitions

School counseling curriculum is provided through classroom guidance lessons, small group counseling, and individual planning and counseling. This document is a framework for our students, as 21<sup>st</sup> century learners.

# Holmen Middle School

## Scope and Sequence

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
6	Academic Success Transition ACP	Character Ed. Communication / Social Skills	Safety/Wellness Communication / Social Skills	Safety / Wellness Self- understanding	ACP (goals)	Diversity	Safety / Wellness (self- care, reporting) Academic Success (finishing strong/ Stress Management	Character Ed. (Community) Diversity	Transition ACP (summer planning)
7	Academic Success Academy	Character Ed. Communication / Social Skills Academy	Safety/Wellness Communication / Social Skills Academy	Safety / Wellness Self- understanding Academy	ACP	Diversity Academy	Safety / Wellness (self- care, reporting) Academic Success (finishing strong/ Stress Management	Character Ed. (Community) Diversity	Transition ACP (summer planning)

8	Academic Success ACP Academy	Character Ed. Communication / Social Skills Academy	Safety/Wellness Communication / Social Skills Academy	Safety / Wellness Self- understanding Academy	Academic Success ACP	Diversity	Safety / Wellness (self- care, reporting) Academic Success (finishing strong/ Stress Management	Character Ed. (Community) Diversity	Transition ACP (summer planning)
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Direct (core curriculum, individual student planning, responsive services)			Indirect (referrals for additional assistance, consultation and collaboration with parents, teachers, and other educators and community organizations)	Other (non-counseling duties)
School Counseling Curriculum	Individual Student Planning	Responsive Services	Systems Support	
<ul style="list-style-type: none"> <li>Classroom Guidance Lessons</li> <li>Academy</li> <li>Universal PBIS Lessons (delivered by all) (See K-12 School Counseling Content Themes)</li> <li>Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>Academic &amp; Career Planning               <ul style="list-style-type: none"> <li>Conferencing</li> <li>Plan reviews</li> </ul> </li> <li>Goal Setting</li> <li>Transition: Transfer Students/Families</li> <li>Introduction Meetings (6<sup>th</sup> grade)</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Small group counseling</li> <li>SBIRT (Screening, Brief Intervention and Referral to Treatment)</li> <li>PBIS Tiered Instruction</li> <li>Conflict resolution service</li> <li>Family Systems support</li> <li>Crisis Response</li> <li>Community Referrals</li> <li>Community Resources</li> <li>Consultation, Collaboration, &amp; Teaming</li> <li>EST Plan support as appropriate to school counseling</li> <li>Section 504 support as appropriate to school counseling</li> </ul>	<ul style="list-style-type: none"> <li>IEPs</li> <li>Calendaring</li> <li>Community Collaborations</li> <li>Consultation, Collaboration, &amp; Teaming</li> <li>Crisis Response Team Meetings</li> <li>District/Building Committees</li> <li>Educational Support Team (EST) Meetings</li> <li>Professional Development</li> <li>Professional Organizations (ASCA/WSCA)</li> <li>PBIS</li> <li>Program Development, Data Collection, &amp; Evaluation</li> <li>Recordkeeping / Documentation</li> <li>Rtl</li> <li>Record Review</li> </ul>	<ul style="list-style-type: none"> <li>LEA IEP</li> <li>Morning/afternoon supervision</li> <li>Lunch supervision</li> <li>504 Case Management</li> <li>Pantry</li> <li>Field Trips/school-wide activities</li> <li>Data retrieval</li> </ul>



## COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 6/2016

Instructional Level: 6

Unit: Academic Success

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

2. Self-Confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standard: Learning Strategies

3. Use time-management, organizational and study skills

4. Apply self-motivation and self-direction to learning

Behavior Standard: Self-management make informed decisions

1. Demonstrate ability to assume

Responsibility

3. Demonstrate ability to work independently

8. Demonstrate the ability to balance school, home and community activities

### Transfer

Students will be able to independently use their learning to...

- Achieve academic success through self-understanding and self-management with an awareness of resources available to them.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- They are unique learners with personal strengths and weaknesses
- With strategies, resources, and perseverance/grit, they can be successful learners

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- Why is important to know your strengths and weaknesses?
- What is self-management, and why is it important?
- What resources are available and most helpful to you personally?
- What is perseverance/grit and give a personal example?

### Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Students will be skilled at (DO)...

PBIS: Responsible	<ul style="list-style-type: none"> <li>• Responsible</li> <li>• Self-management</li> <li>• Perseverance/Grit</li> <li>• Time Management</li> <li>• Learning Style</li> <li>• Prioritize</li> </ul>	<ul style="list-style-type: none"> <li>• Using an organizational tool to plan and manage responsibilities</li> <li>• Using study and test taking strategies most appropriate for their learning styles</li> <li>• Using resources at school, online, and outside of school to be successful learners</li> <li>• Persevering by using personal strategies to complete their responsibilities</li> </ul>
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	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Self-advocacy</li> </ul>	
<b>Crosswalk ACP Rubric</b> ACP KNOW Self-Assessment Rubric Self-Awareness <ul style="list-style-type: none"> <li>• Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences.</li> </ul> ACP KNOW Self-Assessment Rubric Academic and Career Preparation <ul style="list-style-type: none"> <li>• Explicit instruction in study skills is integrated throughout the curriculum</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

## COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 7/2016

Instructional Level: 7

Unit: Academic Success

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standard: Learning Strategies

3. Use time-management, organizational and study skills

4. Apply self-motivation and self-direction to learning

7. Identify long- and short-term academic, career and social/emotional goals

Behavior Standard: Self-management make informed decisions

1. Demonstrate ability to assume responsibility

3. Demonstrate ability to work independently

8. Demonstrate the ability to balance school, home and community activities

PBIS: Responsible

### Transfer

Students will be able to independently use their learning to...

- Achieve academic success through self-understanding, self-management, and goal setting with an awareness of resources available to them.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- They are unique learners with personal strengths and weaknesses
- With strategies, resources, and perseverance, they can be successful learners
- They have the ability to capitalize on their strengths and compensate for weaknesses
- They will understand the importance of goal setting

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- How do you use your strengths and compensate for your weaknesses?
- What is self-management, and why is it important?
- What resources are available and most helpful to you personally?
- What is perseverance and give a personal example?
- Why does what you do today matter?

### Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Students will be skilled at (DO)...

	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Perseverance</li> <li>• SMART <ul style="list-style-type: none"> <li>◦ Academic, personal/social, career</li> <li>◦ Short-term, long-term</li> </ul> </li> <li>• Time Management</li> <li>• Balance</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Using an organizational tool to plan and manage responsibilities</li> <li>• Using study and test taking strategies most appropriate for their learning styles</li> <li>• Using resources at school, online, and outside of school to be successful learners</li> <li>• Knowing, addressing, and communicating strengths, weaknesses, and goals</li> <li>• Persevering by using personal strategies to complete their responsibilities</li> <li>• Stating connections from middle school to high school and future success.</li> </ul>
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#### **Crosswalk ACP Rubric**

ACP KNOW Self-Assessment Rubric

Self-Awareness

- Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.

ACP KNOW Self-Assessment Rubric

Academic and Career Preparation

- Explicit instruction in study skills is integrated throughout the curriculum

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<type here>	PERFORMANCE TASK(S): <type here>

<type here>	OTHER EVIDENCE: <type here>
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# COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 7/2016

Instructional Level: 8

Unit: Academic Success

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

2. Self Confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standard: Learning Strategies

3. Use time-management, organizational and study skills

4. Apply self-motivation and self-direction to learning

7. Identify long- and short-term academic, career and social/emotional goals

Behavior Standard: Self-management make informed decisions

1. Demonstrate ability to assume responsibility

3. Demonstrate ability to work independently

8. Demonstrate the ability to balance school, home and community activities

PBIS: Responsible

## Transfer

Students will be able to independently use their learning to...

- Make connection to today's academic success to their future through self-understanding, self-management, and goal setting with an awareness of resources available to them.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- They are unique learners with personal strengths and weaknesses
- With strategies, resources and perseverance, they can be successful learners
- They have the ability to capitalize on their strengths and compensate for weaknesses
- There is a purpose to what we are doing today and a connection to their future success
- They will understand the importance of goal setting

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- How do you use your strengths and compensate for your weaknesses?
- What is self-management, and why is it important?
- What resources are available and most helpful to you personally?
- What is perseverance and give a personal example?
- How can the skills you develop as a student today help you be successful in the future?

## Acquisition

	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i>	<i>Students will be skilled at (DO)...</i>
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	<ul style="list-style-type: none"> <li>• Responsible</li> <li>• Self-management</li> <li>• Perseverance</li> <li>• SMART <ul style="list-style-type: none"> <li>◦ Academic, personal/social, career</li> <li>◦ Short-term, long-term Time Management</li> </ul> </li> <li>• Balance</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Using an organizational tool to plan and manage responsibilities</li> <li>• Using study and test taking strategies most appropriate for their learning styles</li> <li>• Using resources at school, online, and outside of school to be successful learners</li> <li>• Knowing, addressing, and communicating strengths, weaknesses, and goals</li> <li>• Persevering by using personal strategies to complete their responsibilities</li> </ul>
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**Crosswalk ACP Rubric**

ACP KNOW Self-Assessment Rubric

Self-Awareness

- Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.

ACP KNOW Self-Assessment Rubric

Academic and Career Preparation

- Explicit instruction in study skills is integrated throughout the curriculum



Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

# COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 6

Unit: Character

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

Behavior Standard: Self-management

1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control
4. Demonstrate ability to delay immediate gratification for long-term rewards
6. Demonstrate ability to overcome barriers to learning
7. Demonstrate effective coping skills when faced with a problem

Behavior Standard: Social Skills

1. Use effective oral and written communication skills and listening skills
2. Create positive and supportive relationships with other students
4. Demonstrate empathy
5. Demonstrate ethical decision-making and

## Transfer

Students will be able to independently use their learning to...

Demonstrate high-quality character traits

## Meaning

### UNDERSTANDINGS

Students will understand that...

- Character has great impact on all facets of your life – personal/social, academic, and career
- Character has great impact on our environment, home, school, and community
- Character can be developed and is based on choices

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is character?
- Why is character important?
- What impact does character have on your life – personal/social, academic, and career?
- What impact does character have on our environment, home, school, and community?
- What character traits do you value and strive for in order to be the best version of yourself?

## Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Character
- Character traits
- Self-discipline / self-control
- Immediate vs. delayed gratification

Students will be skilled at (DO)...

- Identifying character traits and potential strengths and weaknesses of those traits
- Discussing the impact of character

social responsibility 9. Demonstrate social maturity and behaviors appropriate to the situation and environment PBIS: Respectful, Responsible, Safe	<ul style="list-style-type: none"> <li>Selfish vs. selfless</li> <li>Intrinsic vs. extrinsic motivation</li> </ul>	on all facets of their lives - personal/social, academic, and career <ul style="list-style-type: none"> <li>Discussing the impact of character on our environment, home, school, and community</li> <li>Articulating character traits they value and strive for</li> </ul>
Crosswalk ACP Rubric ACP EXPLORE Self-Assessment Rubric World of Work and Labor Market <ul style="list-style-type: none"> <li>Identify and exhibit positive social skills consistent with employability.</li> <li>Participate in a service learning or volunteer activity.</li> </ul> ACP PLAN Self-Assessment Rubric Planning Skills <ul style="list-style-type: none"> <li>Understand the role of personal choices in creating opportunities and barriers.</li> </ul>		
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 7

Unit: Character

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>Mindset Standards</p> <p>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behavior Standard: Self-management</p> <p>1. Demonstrate ability to assume responsibility</p> <p>2. Demonstrate self-discipline and self-control</p> <p>4. Demonstrate ability to delay immediate gratification for long-term rewards</p> <p>6. Demonstrate ability to overcome barriers to learning</p> <p>7. Demonstrate effective coping skills when faced with a problem</p> <p>Behavior Standard: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Create positive and supportive relationships with other students</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to...	
	Demonstrate high-quality character traits	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Character has great impact on all facets of your life – personal/social, academic, and career</li> <li>Character has great impact on our environment, home, school, and community</li> <li>Character can be developed and is based on choices</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is character?</li> <li>Why is character important?</li> <li>What impact does character have on your life – personal/social, academic, and career?</li> <li>What impact does character have on our environment, home, school, and community?</li> <li>What character traits do you value and strive for in order to be the best version of yourself?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Character</li> <li>Character traits</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Identifying character traits and potential strengths and</li> </ul>

4. Demonstrate empathy 5. Demonstrate ethical decision-making and social responsibility 9. Demonstrate social maturity and behaviors appropriate to the situation and environment PBIS: Respectful, Responsible, Safe	<ul style="list-style-type: none"> <li>• Self-discipline / self-control</li> <li>• Immediate vs. delayed gratification</li> <li>• Selfish vs. selfless</li> <li>• Intrinsic vs. extrinsic motivation</li> </ul>	weaknesses of those traits <ul style="list-style-type: none"> <li>• Discussing the impact of character on all facets of their lives - personal/social, academic, and career</li> <li>• Discussing the impact of character on our environment, home, school, and community</li> <li>• Articulating character traits they value and strive for</li> </ul>
Crosswalk ACP Rubric ACP EXPLORE Self-Assessment Rubric World of Work and Labor Market <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability.</li> <li>• Participate in a service learning or volunteer activity.</li> </ul> ACP PLAN Self-Assessment Rubric Planning Skills <ul style="list-style-type: none"> <li>• Understand the role of personal choices in creating opportunities and barriers.</li> </ul>		
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 8

Unit: Character

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)		
<p>Mindset Standards</p> <p>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behavior Standard: Self-management</p> <p>1. Demonstrate ability to assume responsibility</p> <p>2. Demonstrate self-discipline and self-control</p> <p>4. Demonstrate ability to delay immediate gratification for long-term rewards</p> <p>6. Demonstrate ability to overcome barriers to learning</p> <p>7. Demonstrate effective coping skills when faced with a problem</p> <p>Behavior Standard: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Create positive and supportive relationships with other students</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to...	
	Demonstrate high-quality character traits	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Character has great impact on all facets of your life – personal/social, academic, and career</li> <li>Character has great impact on our environment, home, school, and community</li> <li>Character can be developed and is based on choices</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What is character?</li> <li>Why is character important?</li> <li>What impact does character have on your life – personal/social, academic, and career?</li> <li>What impact does character have on our environment, home, school, and community?</li> <li>What character traits do you value and strive for in order to be the best version of yourself?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <li>Character</li> <li>Character traits</li> </ul>	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <li>Identifying character traits and potential strengths and</li> </ul>

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#### **Crosswalk ACP Rubric**

ACP EXPLORE Self-Assessment Rubric

World of Work and Labor Market

- Identify and exhibit positive social skills consistent with employability.
- Participate in a service learning or volunteer activity.

ACP PLAN Self-Assessment Rubric

Planning Skills

- Understand the role of personal choices in creating opportunities and barriers.

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

## COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 6

Unit: Safety & Wellness

<p><b>ESTABLISHED GOALS</b> (<i>Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?</i>)</p> <p><b>Mindset Standards</b> 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>Behavior Standard: Learning Strategies</b> 1. Demonstrate critical-thinking skills to make informed decisions 9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>Behavior Standard: Self-management</b> 9. Demonstrate personal safety skills</p> <p><b>Behavior Standard: Social Skill</b> 5. Demonstrate ethical decision-making and social responsibility 8. Demonstrate advocacy skills and ability to assert self, when necessary 9. Demonstrate social maturity and behaviors appropriate to the situation and environment make informed decisions</p>	<p style="text-align: center;"><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Process information about safety and wellness in order to understand how to and make healthy decisions.</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>They are often subject to information overload.</li> <li>It is important for them to think critically about the mass of information from all sources in order to make ethical decisions</li> <li>Stress can come in many forms and can impact individuals differently both mentally and physically</li> <li>They can take steps to manage stress to work toward whole-self wellness</li> <li>It is crucial to be aware of their surroundings and assess the level of risk for the safety of themselves and others</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)</p> <ul style="list-style-type: none"> <li>What are sources of information you are confronted with on a regular basis?</li> <li>What are the steps you can take to make ethical decisions?</li> <li>What are sources of stress (positive and negative)?</li> <li>What are the advantages of whole-self wellness?</li> <li>What are ways that stress can affect individuals (mentally and physically)?</li> <li>How can individuals cope with and manage stress?</li> <li>How do you assess level of risk and how do you respond?</li> </ul>



PBIS: Respectful, Responsible, and Safe	<ul style="list-style-type: none"> <li>When faced unsafe or risky situation, they have options to seek help for themselves and others</li> </ul>	
	<b>Acquisition</b>	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Decision-making</li> <li>Ethical</li> <li>Personal Safety</li> <li>Boundaries</li> <li>Prevention</li> <li>Whole self</li> <li>Social / emotional</li> <li>Mind/Body Wellness</li> <li>Balance</li> <li>Mental Health</li> <li>Stress Management</li> <li>Coping</li> <li>Help-seeking</li> <li>Assert</li> <li>Advocacy</li> <li>Nark vs Reporting</li> </ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <li>Identifying sources of information that they are confronted with on a regular basis</li> <li>Identifying steps that they can take to make ethical decisions</li> <li>Identifying are sources of stress and determining if they are positive and negative</li> <li>Discussing advantages of whole-self wellness</li> <li>Recognizing ways that stress can affect individuals (mentally and physically)</li> <li>Listing ways individuals cope with and manage stress</li> <li>Assessing level of risk and respond appropriately to the situation</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 7

Unit: Safety & Wellness

<p><b>ESTABLISHED GOALS</b> (<i>Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?</i>)</p> <p><b>Mindset Standards</b> 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>Behavior Standard: Learning Strategies</b> 1. Demonstrate critical-thinking skills to make informed decisions 9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>Behavior Standard: Self-management</b> 9. Demonstrate personal safety skills</p> <p><b>Behavior Standard: Social Skill</b> 5. Demonstrate ethical decision-making and social responsibility 8. Demonstrate advocacy skills and ability to assert self, when necessary 9. Demonstrate social maturity and behaviors appropriate to the situation and environment make informed decisions</p>	<p style="text-align: center;"><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Process information about safety and wellness in order to understand how to and make healthy decisions.</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>They are often subject to information overload.</li> <li>It is important for them to think critically about the mass of information from all sources in order to make ethical decisions</li> <li>Stress can come in many forms and can impact individuals differently both mentally and physically</li> <li>They can take steps to manage stress to work toward whole-self wellness</li> <li>It is crucial to be aware of their surroundings and assess the level of risk for the safety of themselves and others</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)</p> <ul style="list-style-type: none"> <li>What are sources of information you are confronted with on a regular basis?</li> <li>What are the steps you can take to make ethical decisions?</li> <li>What are sources of stress (positive and negative)?</li> <li>What are the advantages of whole-self wellness?</li> <li>What are ways that stress can affect individuals (mentally and physically)?</li> <li>How can individuals cope with and manage stress?</li> <li>How do you assess level of risk and how do you respond?</li> </ul>

PBIS: Respectful, Responsible, and Safe	<ul style="list-style-type: none"> <li>When faced unsafe or risky situation, they have options to seek help for themselves and others</li> </ul>	
	<b>Acquisition</b>	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Decision-making</li> <li>Ethical</li> <li>Personal Safety</li> <li>Boundaries</li> <li>Prevention</li> <li>Whole self</li> <li>Social / emotional</li> <li>Mind/Body Wellness</li> <li>Balance</li> <li>Mental Health</li> <li>Stress Management</li> <li>Coping</li> <li>Help-seeking</li> <li>Assert</li> <li>Advocacy</li> <li>Nark vs Reporting</li> </ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <li>Identifying sources of information that they are confronted with on a regular basis</li> <li>Identifying steps that they can take to make ethical decisions</li> <li>Identifying are sources of stress and determining if they are positive and negative</li> <li>Discussing advantages of whole-self wellness</li> <li>Recognizing ways that stress can affect individuals (mentally and physically)</li> <li>Listing ways individuals cope with and manage stress</li> <li>Assessing level of risk and respond appropriately to the situation</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 8

Unit: Safety & Wellness

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Behavior Standard: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions

9. Gather evidence and consider multiple perspectives to make informed decisions

Behavior Standard: Self-management

9. Demonstrate personal safety skills

Behavior Standard: Social Skill

5. Demonstrate ethical decision-making and social responsibility

8. Demonstrate advocacy skills and ability to assert self, when necessary

9. Demonstrate social maturity and behaviors appropriate to the situation and environment make informed decisions

### Transfer

Students will be able to independently use their learning to...

- Process information about safety and wellness in order to understand how to and make healthy decisions.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- They are often subject to information overload.
- It is important for them to think critically about the mass of information from all sources in order to make ethical decisions
- Stress can come in many forms and can impact individuals differently both mentally and physically
- They can take steps to manage stress to work toward whole-self wellness
- It is crucial to be aware of their surroundings and assess the level of risk for the safety of themselves and others

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What are sources of information you are confronted with on a regular basis?
- What are the steps you can take to make ethical decisions?
- What are sources of stress (positive and negative)?
- What are the advantages of whole-self wellness?
- What are ways that stress can affect individuals (mentally and physically)?
- How can individuals cope with and manage stress?
- How do you assess level of risk and how do you respond?

PBIS: Respectful, Responsible, and Safe	<ul style="list-style-type: none"> <li>When faced unsafe or risky situation, they have options to seek help for themselves and others</li> </ul>	
	<b>Acquisition</b>	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Decision-making</li> <li>Ethical</li> <li>Personal Safety</li> <li>Boundaries</li> <li>Prevention</li> <li>Whole self</li> <li>Social / emotional</li> <li>Mind/Body Wellness</li> <li>Balance</li> <li>Mental Health</li> <li>Stress Management</li> <li>Coping</li> <li>Help-seeking</li> <li>Assert</li> <li>Advocacy</li> <li>Nark vs Reporting</li> </ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <li>Identifying sources of information that they are confronted with on a regular basis</li> <li>Identifying steps that they can take to make ethical decisions</li> <li>Identifying are sources of stress and determining if they are positive and negative</li> <li>Discussing advantages of whole-self wellness</li> <li>Recognizing ways that stress can affect individuals (mentally and physically)</li> <li>Listing ways individuals cope with and manage stress</li> <li>Assessing level of risk and respond appropriately to the situation</li> </ul>
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 6

Unit: Self-understanding / Self-management

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed

Behavior Standard: Learning Strategies

2. Demonstrate creativity
10. Participate in enrichment and extracurricular activities

Behavior Standard: Self-management

1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control
4. Demonstrate ability to delay immediate gratification for long-term reward
5. Demonstrate perseverance to achieve long- and short-term goal
7. Demonstrate effective coping skills when faced with a problem
8. Demonstrate the ability to balance school,

### Transfer

Students will be able to independently use their learning to...

- Increase their self-awareness and apply strategies to self-manage.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- The definition of self-concept and its impact on the individual
- By being aware of themselves, they will be better equipped to self-manage
- Self-management has a far reaching impact in the social/emotional, academic, and career domains
- Their thoughts, feelings, and actions/behaviors are interconnected
- They can develop and use strategies to self-manage
- Some circumstances are within their control and some are not; they have options on to think, feel, and behave in those circumstances

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is self-concept?
- Why is it important to be aware of your feelings and thoughts?
- What is self-management, and why is it important?
- How are goals, obstacles, grit, and self-management interrelated?
- Based on your self-concept, what strategies could you use to overcome obstacles to achieve your goals?
- Why is it important to recognize circumstance within and out of your control?

<p>home and community activities</p> <p>Behavior Standard: Social Skills</p> <p>7. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>8.</p> <p>PBIS: Responsible and Safe</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Ethical</li> <li>• Self-concept</li> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Self-discipline</li> <li>• Self-talk</li> <li>• Affirmation</li> <li>• Delayed gratification</li> <li>• Thoughts, feelings, and actions/behaviors</li> <li>• Activating event, beliefs, consequences</li> <li>• Goal</li> <li>• Persistence</li> <li>• Grit</li> <li>• Obstacle</li> <li>• Help-seeking</li> </ul>	<p><b>Acquisition</b></p> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <li>• Defining self-concept globally and investigating their own self-concept</li> <li>• Understanding the value of being aware of their feelings and thoughts</li> <li>• Defining self-management and the connection to goals, obstacles, and grit</li> <li>• Identify personal strategies based on their self-concept they could use to overcome obstacles to achieve their goals</li> <li>• Evaluating circumstances that are within their control and those that are not and strategies for responding</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP Explore Self-Assessment Rubric</p> <p>World of Work and Labor</p> <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability.</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 7

Unit: Self-understanding / Self-management

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Mindset Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed

Behavior Standard: Learning Strategies

2. Demonstrate creativity
10. Participate in enrichment and extracurricular activities

Behavior Standard: Self-management

1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control
4. Demonstrate ability to delay immediate gratification for long-term reward
5. Demonstrate perseverance to achieve long- and short-term goal
7. Demonstrate effective coping skills when faced with a problem
8. Demonstrate the ability to balance school,

### Transfer

Students will be able to independently use their learning to...

- Increase their self-awareness and apply strategies to self-manage.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- The definition of self-concept and its impact on the individual
- By being aware of themselves, they will be better equipped to self-manage
- Self-management has a far reaching impact in the social/emotional, academic, and career domains
- Their thoughts, feelings, and actions/behaviors are interconnected
- They can develop and use strategies to self-manage
- Some circumstances are within their control and some are not; they have options on to think, feel, and behave in those circumstances

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is self-concept?
- Why is it important to be aware of your feelings and thoughts?
- What is self-management, and why is it important?
- How are goals, obstacles, grit, and self-management interrelated?
- Based on your self-concept, what strategies could you use to overcome obstacles to achieve your goals?
- Why is it important to recognize circumstance within and out of your control?



home and community activities  Behavior Standard: Social Skills 8. Demonstrate advocacy skills and ability to assert self, when necessary  PBIS: Responsible and Safe		
	<b>Acquisition</b>	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Ethical</li> <li>• Self-concept</li> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Self-discipline</li> <li>• Self-talk</li> <li>• Affirmation</li> <li>• Delayed gratification</li> <li>• Thoughts, feelings, and actions/behaviors</li> <li>• Activating event, beliefs, consequences</li> <li>• Goal</li> <li>• Persistence</li> <li>• Grit</li> <li>• Obstacle</li> <li>• Help-seeking</li> </ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <li>• Defining self-concept globally and investigating their own self-concept</li> <li>• Understanding the value of being aware of their feelings and thoughts</li> <li>• Defining self-management and the connection to goals, obstacles, and grit</li> <li>• Identify personal strategies based on their self-concept they could use to overcome obstacles to achieve their goals</li> <li>• Evaluating circumstances that are within their control and those that are not and strategies for responding</li> </ul>
Crosswalk ACP Rubric ACP Explore Self-Assessment Rubric World of Work and Labor <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability.</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	

# COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 8

Unit: Self-understanding / Self-management

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

## Mindset Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed

## Behavior Standard: Learning Strategies

2. Demonstrate creativity
10. Participate in enrichment and extracurricular activities

## Behavior Standard: Self-management

1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control
4. Demonstrate ability to delay immediate gratification for long-term reward
5. Demonstrate perseverance to achieve long- and short-term goal
7. Demonstrate effective coping skills when faced with a problem
8. Demonstrate the ability to balance school, home and community activities

## Transfer

Students will be able to independently use their learning to...

- Increase their self-awareness and apply strategies to self-manage.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- The definition of self-concept and its impact on the individual
- By being aware of themselves, they will be better equipped to self-manage
- Self-management has a far reaching impact in the social/emotional, academic, and career domains
- Their thoughts, feelings, and actions/behaviors are interconnected
- They can develop and use strategies to self-manage
- Some circumstances are within their control and some are not; they have options on to think, feel, and behave in those circumstances

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is self-concept?
- Why is it important to be aware of your feelings and thoughts?
- What is self-management, and why is it important?
- How are goals, obstacles, grit, and self-management interrelated?
- Based on your self-concept, what strategies could you use to overcome obstacles to achieve your goals?
- Why is it important to recognize circumstance within and out of your control?

	<b>Acquisition</b>	
<p>Behavior Standard: Social Skills</p> <p>8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>PBIS: Responsible and Safe</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Ethical</li> <li>• Self-concept</li> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Self-discipline</li> <li>• Self-talk</li> <li>• Affirmation</li> <li>• Delayed gratification</li> <li>• Thoughts, feelings, and actions/behaviors</li> <li>• Activating event, beliefs, consequences</li> <li>• Goal</li> <li>• Persistence</li> <li>• Grit</li> <li>• Obstacle</li> <li>• Help-seeking</li> </ul>	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <li>• Defining self-concept globally and investigating their own self-concept</li> <li>• Understanding the value of being aware of their feelings and thoughts</li> <li>• Defining self-management and the connection to goals, obstacles, and grit</li> <li>• Identify personal strategies based on their self-concept they could use to overcome obstacles to achieve their goals</li> <li>• Evaluating circumstances that are within their control and those that are not and strategies for responding</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP Explore Self-Assessment Rubric</p> <p>World of Work and Labor</p> <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability.</li> </ul>		
Evaluative Criteria	Assessment Evidence	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	
<type here>	OTHER EVIDENCE: <type here>	

## COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 12/2016

Instructional Level: 6

Unit: Academic and Career Planning

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

### Mindset Standards

- 2. Self-confidence in ability to succeed
- 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

### Behavior Standard: Learning Strategies

- 7. Identify long- and short-term academic, career and social/emotional goals
- 10. Participate in enrichment and extracurricular activities

### Behavior Standard: Self-management

- 8. Demonstrate the ability to balance school, home and community activities

### Behavior Standard: Social Skills

- 3. Create relationships with adults that support success

PBIS: Responsible

### Transfer

Students will be able to independently use their learning to...

- Make informed decisions about their future educational and post-secondary planning

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- Middle school is a time of exploration, dreaming, and learning about all future opportunities
- It is important to set short-term and long-term goals; some decisions now may impact future opportunities
- Evaluating personal interests, strengths, and abilities and connecting them to future decisions could lead to greater opportunities and increased life satisfaction
- The world of work is vast and has ever-changing opportunities and needs workers with varied skills & abilities and training & education

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- Who are you now?
- Who do you want to become?
- How do you get there?

### Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Students will be skilled at (DO)...

- Interpreting inventory results and

	<ul style="list-style-type: none"> <li>• World of Work</li> <li>• Career Cluster</li> <li>• Inventory/Personal Assessment</li> <li>• Attribute/strengths/skills</li> <li>• Hobbies/ Interests vs. Co-Curriculars</li> <li>• Work vs. Volunteer</li> </ul>	<p>articulating their personal strengths, learning styles, and interests, then link them to activities and experiences</p> <ul style="list-style-type: none"> <li>• Identifying 2-3 career clusters that are compatible with their interests and strengths</li> <li>• Identifying potential co-curricular activities based upon interests and strengths</li> <li>• Setting short-term and long-term goals</li> <li>• Understanding the role of personal choices in creating opportunities and barriers</li> </ul>
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#### Crosswalk ACP Rubric

##### Know

- Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences

##### Explore

- Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments
- Describe how careers of interest relate to their assessment information and interests
- Can make connections between skills acquired in and out of school and how they apply to careers of interest
- Choose extracurricular activities based upon interests, strengths, careers of interest.

##### Plan

- Connecting self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities
- Understanding the role of personal choices in creating opportunities and barriers
- Students, teachers, counselors, and families have access to ACP information

##### Go

- Participate in two or more ACP, career-related activities
- Lead a student-parent-teacher conference

Evaluative Criteria		Assessment Evidence	
<type here>		PERFORMANCE TASK(S): <type here>	
<type here>		OTHER EVIDENCE: <type here>	

# COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 12/2016

Instructional Level: 7

Unit: Academic and Career Planning

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

## Mindset Standards

- 2. Self-confidence in ability to succeed
- 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

## Behavior Standard: Learning Strategies

- 1. Demonstrate critical-thinking skills to make informed decisions
- 7. Identify long- and short-term academic, career and social/emotional goals
- 8. Actively engage in challenging coursework
- 9. Gather evidence and consider multiple perspectives to make informed decisions
- 10. Participate in enrichment and extracurricular activities

## Behavior Standard: Self-management

- 1. Demonstrate ability to assume responsibility
- 3. Demonstrate ability to work independently

## Transfer

Students will be able to independently use their learning to...

- Make informed decisions about their future educational and post-secondary planning

## Meaning

### UNDERSTANDINGS

Students will understand that...

- Middle school is a time of exploration, dreaming, and learning about all future opportunities
- It is important to know all educational and post-secondary options when setting short-term and long-term goals; some decisions now may impact future opportunities
- Academic and career planning is an ongoing process based on continued self-exploration and understanding – responding to an ever-changing world and personal circumstances
- Evaluating personal interests, strengths, and abilities and connecting them to future decisions could lead to greater opportunities and increased life satisfaction

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- Who are you now?
- Who do you want to become?
- How do you get there?

<p>8. Demonstrate the ability to balance school, home and community activities</p> <p><b>Behavior Standard: Social Skills</b></p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>3. Create relationships with adults that support success</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>PBIS: Responsible</p>	<ul style="list-style-type: none"> <li>• The world of work is vast and has ever-changing opportunities and needs workers with varied skills &amp; abilities and training &amp; education</li> </ul>	
	<b>Acquisition</b>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>• World of Work</li> <li>• Post-secondary</li> <li>• Apprenticeship</li> <li>• Career Cluster</li> <li>• Associates Degree</li> <li>• Bachelor's Degree</li> <li>• Advanced &amp; Professional Degrees</li> <li>• Technical College</li> <li>• 4 Year College/University</li> <li>• 4 Year Plan</li> <li>• Credit</li> <li>• Grade Point Average</li> <li>• Class Rank</li> <li>• ACT</li> <li>• Inventory/Personal Assessment</li> <li>• Attribute</li> <li>• Hobbies/ Interests vs. Co-Curriculars</li> <li>• Work vs. Volunteer</li> </ul>	<p><i>Students will be skilled at (DO)...</i></p> <p><b><u>NOTE - Students are scheduled into Exploration Academy 1 time in 7<sup>th</sup> or 8<sup>th</sup> grade</u></b></p> <ul style="list-style-type: none"> <li>• Interpreting inventory results and articulating their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences</li> <li>• Identifying 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments</li> <li>• Making connections between skills acquired in and out of school and how they apply to careers of interest</li> <li>• Identifying potential extracurricular activities based upon interests, strengths, careers of interest</li> <li>• Identifying all possible post-secondary options</li> <li>• Setting short-term and long-term goals</li> <li>• Connecting self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities</li> </ul>

		<ul style="list-style-type: none"> <li>• Understanding the role of personal choices in creating opportunities and barriers</li> <li>• Leading a student-parent-teacher conference</li> </ul>
Crosswalk ACP Rubric		
<p>Know</p> <ul style="list-style-type: none"> <li>• Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences</li> </ul> <p>Explore</p> <ul style="list-style-type: none"> <li>• Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments</li> <li>• Describe how careers of interest relate to their assessment information and interests</li> <li>• Can make connections between skills acquired in and out of school and how they apply to careers of interest</li> <li>• Choose extracurricular activities based upon interests, strengths, careers of interest.</li> </ul> <p>Plan</p> <ul style="list-style-type: none"> <li>• Connecting self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities</li> <li>• Understanding the role of personal choices in creating opportunities and barriers</li> <li>• Students, teachers, counselors, and families have access to ACP information</li> </ul> <p>Go</p> <ul style="list-style-type: none"> <li>• Participate in two or more ACP, career-related activities</li> <li>• Lead a student-parent-teacher conference</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	



## COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 8

Unit: Academic Career and Planning

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p><b>Mindset Standards</b></p> <p>2. Self-confidence in ability to succeed</p> <p>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Behavior Standard: Learning Strategies</b></p> <p>1. Demonstrate critical-thinking skills to make informed decisions</p> <p>7. Identify long- and short-term academic, career and social/emotional goals</p> <p>8. Actively engage in challenging coursework</p> <p>9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p>10. Participate in enrichment and extracurricular activities</p> <p><b>Behavior Standard: Self-management</b></p> <p>1. Demonstrate ability to assume responsibility</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• Make informed decisions about their future educational and post-secondary planning</li> </ul>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Middle school is a time of exploration, dreaming, and learning about all future opportunities</li> <li>• It is important to know all educational and post-secondary options when setting short-term and long-term goals; some decisions now may impact future opportunities</li> <li>• Academic and career planning is an ongoing process based on continued self-exploration and understanding – responding to an ever-changing world and personal circumstances</li> <li>• Evaluating personal interests, strengths, and abilities and connecting them to future decisions could lead to greater opportunities and increased life satisfaction</li> <li>• The world of work is vast and has ever-changing opportunities and needs workers with varied skills &amp; abilities and training &amp; education</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>• Who are you now?</li> <li>• Who do you want to become?</li> <li>• How do you get there?</li> </ul>

<p>3. Demonstrate ability to work independently</p> <p>8. Demonstrate the ability to balance school, home and community activities</p> <p><b>Behavior Standard: Social Skills</b></p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>3. Create relationships with adults that support success</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>PBIS: Responsible</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="653 99 1226 131"><b>Acquisition</b></th></tr> </thead> <tbody> <tr> <td data-bbox="653 131 1226 1279"> <p><i>Students will KNOW... 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ACP EXPLORE Rubric

Know

- Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences

Explore

- Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments
- Describe how careers of interest relate to their assessment information and interests
- Can make connections between skills acquired in and out of school and how they apply to careers of interest
- Choose extracurricular activities based upon interests, strengths, careers of interest.

Plan

- Connecting self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities
- Understanding the role of personal choices in creating opportunities and barriers
- Students, teachers, counselors, and families have access to ACP information
- Use plan as tool to consider choices, plan high school course selection and transition to high school.

Go

- Participate in two or more ACP, career-related activities
- Lead a student-parent-teacher conference
- Attend high school and/or postsecondary information events

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

## COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 6

Unit: Communication/Social Skills

<p><b>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</b></p> <p>ASCA Mindsets</p> <p>3. Sense of belonging in the school environment</p> <p>Behavior: Self-management</p> <p>1. Demonstrate ability to assume responsibility</p> <p>2. Demonstrate self-discipline and self-control</p> <p>7. Demonstrate effective coping skills when faced with a problem</p> <p>Behavior: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Create positive and supportive relationships with other students</p> <p>5. Demonstrate ethical decision-making and social responsibility</p> <p>6. Use effective collaboration and cooperation skills</p> <p>7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>8. Demonstrate advocacy skill and ability to</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Effectively communicate with peers and adults appropriately face-to-face, in a group, and online.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>They communicate in many ways and formats (face-to-face, in group, and online)</li> <li>They are in many different relationships that require varying communication skills.</li> <li>They can resolve conflict with healthy communication skills.</li> <li>Relationships they develop can be positive and negative.</li> <li>They have a permanent digital footprint that can impact future opportunities and relationships.</li> <li>They can go to a trusted adult for assistance with social concerns and conflict resolution.</li> </ul>	<p><b>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</b></p> <ul style="list-style-type: none"> <li>What are the different types of communication?</li> <li>Why is healthy communication important?</li> <li>What is a healthy friendship/relationship?</li> <li>How does your communication impact relationships and social settings?</li> <li>How can conflict be resolved in a healthy way?</li> <li>What is bullying?</li> <li>What are ways that people participate in bullying, positively and negatively?</li> <li>What impact can your digital citizenship have on future?</li> </ul>

assert self, when necessary	Acquisition	
9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Students will KNOW... (Including Tier II and Tier III vocabulary)	Students will be skilled at (DO)...
PBIS		
<ul style="list-style-type: none"><li>• Respectful</li><li>• Responsible</li></ul>	<ul style="list-style-type: none"><li>• Unkind vs. Annoying vs. Bullying</li><li>• Bullying Roles<ul style="list-style-type: none"><li>o Bully</li><li>o By-stander</li><li>o Up-stander</li><li>o Victim/target</li></ul></li><li>• Conflict</li><li>• Assertive communication</li><li>• Aggressive communication</li><li>• Passive communication</li><li>• Passive aggressive communication</li><li>• Verbal communication</li><li>• Nonverbal/Meta-communication<ul style="list-style-type: none"><li>o Tone</li><li>o Gestures</li><li>o Body Language</li><li>o Facial Expressions</li></ul></li><li>• Social Responsibility</li></ul>	<ul style="list-style-type: none"><li>• Identifying types of communication</li><li>• Using assertive communication</li><li>• Navigating their social world</li><li>• Identifying healthy or unhealthy relationships</li><li>• Coping with conflicts and changes in relationships</li><li>• Managing conflict in a positive way</li><li>• Discerning between unkind, annoying, and bullying behavior</li><li>• Addressing bullying</li><li>• Identifying healthy sources of support</li><li>• Practicing appropriate online communication</li></ul>
Crosswalk ACP Rubric		
ACP KNOW Self-Assessment Rubric		
Academic and Career Preparation		
<ul style="list-style-type: none"><li>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li></ul>		
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S):	
	<type here>	

# COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 7

Unit: Communication/Social Skills

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

3. Sense of belonging in the school environment

Behavior: Self-management

1. Demonstrate ability to assume responsibility

2. Demonstrate self-discipline and self-control

7. Demonstrate effective coping skills when faced with a problem

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills

2. Create positive and supportive relationships with other students

5. Demonstrate ethical decision-making and social responsibility

6. Use effective collaboration and cooperation skills

7. Use leadership and teamwork skills to work

effectively in diverse teams

## Transfer

Students will be able to independently use their learning to...

- Effectively communicate with peers and adults appropriately face-to-face, in a group, and online.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- They communicate in many ways and formats (face-to-face, in group, and online)
- They are in many different relationships that require varying communication skills.
- They can resolve conflict with healthy communication skills.
- Relationships they develop can be positive and negative.
- They have a permanent digital footprint that can impact future opportunities and relationships.
- They can go to a trusted adult for assistance with social concerns and conflict resolution.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What are the different types of communication?
- Why is healthy communication important?
- What is a healthy friendship/relationship?
- How does your communication impact relationships and social settings?
- How can conflict be resolved in a healthy way?
- What is bullying?
- What are ways that people participate in bullying, positively and negatively?
- What impact can your digital citizenship have on future?

## Acquisition

<p>8. Demonstrate advocacy skill and ability to assert self, when necessary</p> <p>9. Demonstrate social maturity and behaviors</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>● Unkind vs. Annoying vs. Bullying</li> <li>● Bullying</li> </ul>	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <li>● Identifying types of communication</li> <li>● Using assertive communication</li> </ul>
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<p>appropriate to the situation and environment</p> <p>PBIS</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsible</li> </ul>	<ul style="list-style-type: none"> <li>o Bully</li> <li>o By-stander</li> <li>o Up-stander</li> <li>o Victim/target</li> <li>• Conflict</li> <li>• Assertive communication</li> <li>• Aggressive communication</li> <li>• Passive communication</li> <li>• Passive aggressive communication</li> <li>• Verbal communication</li> <li>• Nonverbal/Meta-communication <ul style="list-style-type: none"> <li>o Tone</li> <li>o Gestures</li> <li>o Body Language</li> <li>o Facial Expressions</li> </ul> </li> <li>• Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Navigating their social world</li> <li>• Identifying healthy or unhealthy relationships</li> <li>• Coping with conflicts and changes in relationships</li> <li>• Managing conflict in a positive way</li> <li>• Discerning between unkind, annoying, and bullying behavior</li> <li>• Addressing bullying</li> <li>• Identifying healthy sources of support</li> <li>• Practicing appropriate online communication</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP KNOW Self-Assessment Rubric</p> <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> <li>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li> </ul> <p>ACP EXPLORE Self-Assessment Rubric</p> <p>World of Work and Labor Market</p> <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	



## COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 7/2016

Instructional Level: 8

Unit: Communication/Social Skills

<p>ESTABLISHED GOALS (Which Content &amp; CCSS from multiple strands (e.g. reading, writing, language, speaking, listening &amp; content) can be integrated?)</p> <p>ASCA Mindsets</p> <p>3. Sense of belonging in the school environment</p> <p>Behavior: Self-management</p> <p>1. Demonstrate ability to assume responsibility</p> <p>2. Demonstrate self-discipline and self-control</p> <p>7. Demonstrate effective coping skills when faced with a problem</p> <p>Behavior: Social Skills</p> <p>1. Use effective oral and written communication skills and listening skills</p> <p>2. Create positive and supportive relationships with other students</p> <p>5. Demonstrate ethical decision-making and social responsibility</p> <p>6. Use effective collaboration and cooperation skills</p> <p>7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>8. Demonstrate advocacy skill and ability to</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Effectively communicate with peers and adults appropriately face-to-face, in a group, and online.</li> </ul>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>They communicate in many ways and formats (face-to-face, in group, and online)</li> <li>They are in many different relationships that require varying communication skills.</li> <li>They can resolve conflict with healthy communication skills.</li> <li>Relationships they develop can be positive and negative.</li> <li>They have a permanent digital footprint that can impact future opportunities and relationships.</li> <li>They can go to a trusted adult for assistance with social concerns and conflict resolution.</li> </ul>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <li>What are the different types of communication?</li> <li>Why is healthy communication important?</li> <li>What is a healthy friendship/relationship?</li> <li>How does your communication impact relationships and social settings?</li> <li>How does communication affect relationships?</li> <li>How can conflict be resolved in a healthy way?</li> <li>What is bullying?</li> <li>How do you contribute to the social climate?</li> <li>What impact can your digital citizenship have on future?</li> </ul>
	<b>Acquisition</b>	

<p>assert self, when necessary</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>PBIS</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsible</li> </ul>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <li>• Unkind vs. Annoying vs. Bullying</li> <li>• Bullying <ul style="list-style-type: none"> <li>o Bully</li> <li>o By-stander</li> <li>o Up-stander</li> <li>o Victim/target</li> </ul> </li> <li>• Conflict</li> <li>• Assertive communication</li> <li>• Aggressive communication</li> <li>• Passive communication</li> <li>• Passive aggressive communication</li> <li>• Verbal communication</li> <li>• Nonverbal/Meta-communication <ul style="list-style-type: none"> <li>o Tone</li> <li>o Gestures</li> <li>o Body Language</li> <li>o Facial Expressions</li> </ul> </li> <li>• Social Responsibility</li> </ul>	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <li>• Identifying types of communication</li> <li>• Using assertive communication</li> <li>• Navigating their social world</li> <li>• Identifying healthy or unhealthy relationships</li> <li>• Coping with conflicts and changes in relationships</li> <li>• Managing conflict in a positive way</li> <li>• Discerning between unkind, annoying, and bullying behavior</li> <li>• Addressing bullying</li> <li>• Identifying healthy sources of support</li> <li>• Practicing appropriate online communication</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP KNOW Self-Assessment Rubric</p> <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> <li>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li> </ul> <p>ACP EXPLORE Self-Assessment Rubric</p> <p>World of Work and Labor Market</p> <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability</li> </ul>		
Evaluative Criteria	Assessment Evidence	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: 6<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 6

Unit: Diversity

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

1. Sense of belonging in the school environment
6. Positive attitude toward work and learning

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions
9. Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self-management

1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills
2. Create positive and supportive relationships

## Transfer

Students will be able to independently use their learning to...  
Respect and appreciate differences.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- Diversity is multifaceted
- Each person is diverse and has a cultural identity with a unique background
- There are similarities and differences among all people
- It is okay to respectfully ask a questions about what they do not understand
- People should not be judged by characteristics over which they have no control
- The consequences of using stereotypical labels and making assumptions
- The importance of honoring and celebrating diversity
- The difference between equity vs. equality

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is diversity, and in what ways are people diverse?
- What is your cultural identity?
- What are things to consider when talking about diversity?
- Why is it important to talk about diversity, bias, perspective, etc.?
- What are the consequences of making assumptions and using stereotypical labels?
- How do we celebrate/honor diversity, and why is it important?
- What is the difference between equity and equality?

## Acquisition

with other students 4. Demonstrate empathy 5. Demonstrate ethical decision-making and social responsibility	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>● Perspective</li> <li>● Empathy</li> <li>● Diversity</li> </ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <li>● Recognizing and honoring diversity in themselves and others</li> <li>● Discussing issues related to diversity</li> </ul>
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<p>6. Use effective collaboration and cooperation skills</p> <p>7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>PBIS</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Religion</li> <li>• Race</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Sexual identity</li> <li>• Socio-economic status (class)</li> <li>• Disability status</li> <li>• Beliefs</li> <li>• Norms</li> <li>• Values</li> <li>• Customs / traditions</li> <li>• Equality vs. Equity</li> <li>• Privilege</li> <li>• Stereotypes / personal bias</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Harassment</li> </ul>	<p>in a respectful manner</p> <ul style="list-style-type: none"> <li>• Using diversity vocabulary appropriately</li> <li>• Taking multiple perspectives, considering the background of others especially in resolving conflict</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP KNOW Self-Assessment Rubric</p> <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> <li>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li> <li>• Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum</li> </ul> <p>ACP EXPLORE Self-Assessment Rubric</p> <p>World of Work and Labor Markets</p> <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability.</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: 7<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 7

Unit: Diversity

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

1. Sense of belonging in the school environment

6. Positive attitude toward work and learning

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions

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Behavior: Self-management

1. Demonstrate ability to assume responsibility

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Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills

2. Create positive and supportive relationships with other students

4. Demonstrate empathy

5. Demonstrate ethical decision-making and social responsibility

## Transfer

Students will be able to independently use their learning to...

Respect and appreciate differences.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- Diversity is multifaceted
- Each person is diverse and has a cultural identity with a unique background
- There are similarities and differences among all people
- It is okay to respectfully ask a questions about what they do not understand
- People should not be judged by characteristics over which they have no control
- The consequences of using stereotypical labels and making assumptions
- The importance of honoring and celebrating diversity
- The difference between equity vs. equality

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is diversity, and in what ways are people diverse?
- What is your cultural identity?
- What are things to consider when talking about diversity?
- Why is it important to talk about diversity, bias, perspective, etc.?
- What are the consequences of making assumptions and using stereotypical labels?
- How do we celebrate/honor diversity, and why is it important?
- What is the difference between equity and equality?

## Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Perspective
- Empathy

Students will be skilled at (DO)...

- Recognizing and honoring diversity in themselves and others

<p>6. Use effective collaboration and cooperation skills</p> <p>7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>PBIS</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Culture</li> <li>• Religion</li> <li>• Race</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Sexual identity</li> <li>• Socio-economic status (class)</li> <li>• Disability status</li> <li>• Beliefs</li> <li>• Norms</li> <li>• Values</li> <li>• Customs / traditions</li> <li>• Equality vs. Equity</li> <li>• Privilege</li> <li>• Stereotypes / personal bias</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing issues related to diversity in a respectful manner</li> <li>• Using diversity vocabulary appropriately</li> <li>• Taking multiple perspectives, considering the background of others especially in resolving conflict</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP KNOW Self-Assessment Rubric</p> <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> <li>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li> </ul> <p>ACP EXPLORE Self-Assessment Rubric</p> <p>World of Work and Labor Markets</p> <ul style="list-style-type: none"> <li>• Identify and exhibit positive social skills consistent with employability.</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	<p>PERFORMANCE TASK(S):</p> <p>&lt;type here&gt;</p>	

# COURSE NAME: 8<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 8

Unit: Diversity

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

1. Sense of belonging in the school environment

6. Positive attitude toward work and learning

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions

9. Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self-management

1. Demonstrate ability to assume responsibility

2. Demonstrate self-discipline and self-control

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills

2. Create positive and supportive relationships with other students

4. Demonstrate empathy

5. Demonstrate ethical decision-making and social responsibility

## Transfer

Students will be able to independently use their learning to...

Respect and appreciate differences.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- Diversity is multifaceted
- Each person is diverse and has a cultural identity with a unique background
- There are similarities and differences among all people
- It is okay to respectfully ask a questions about what they do not understand
- People should not be judged by characteristics over which they have no control
- The consequences of using stereotypical labels and making assumptions
- The importance of honoring and celebrating diversity
- The difference between equity vs. equality

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What is diversity, and in what ways are people diverse?
- What is your cultural identity?
- What are things to consider when talking about diversity?
- Why is it important to talk about diversity, bias, perspective, etc.?
- What are the consequences of making assumptions and using stereotypical labels?
- How do we celebrate/honor diversity, and why is it important?
- What is the difference between equity and equality?

## Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Perspective
- Empathy

Students will be skilled at (DO)...

- Recognizing and honoring diversity in themselves and others



<p>6. Use effective collaboration and cooperation skills</p> <p>7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>PBIS</p> <ul style="list-style-type: none"> <li>● Respectful</li> <li>● Responsible</li> </ul>	<ul style="list-style-type: none"> <li>● Diversity</li> <li>● Culture</li> <li>● Religion</li> <li>● Race</li> <li>● Ethnicity</li> <li>● Gender</li> <li>● Sexual identity</li> <li>● Socio-economic status (class)</li> <li>● Disability status</li> <li>● Beliefs</li> <li>● Norms</li> <li>● Values</li> <li>● Customs / traditions</li> <li>● Equality vs. Equity</li> <li>● Privilege</li> <li>● Stereotypes / personal bias</li> <li>● Prejudice</li> <li>● Discrimination</li> <li>● Harassment</li> </ul>	<ul style="list-style-type: none"> <li>● Discussing issues related to diversity in a respectful manner</li> <li>● Using diversity vocabulary appropriately</li> <li>● Taking multiple perspectives, considering the background of others especially in resolving conflict</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP KNOW Self-Assessment Rubric</p> <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> <li>● Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum</li> <li>● Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum</li> </ul> <p>ACP EXPLORE Self-Assessment Rubric</p> <p>World of Work and Labor Markets</p> <ul style="list-style-type: none"> <li>● Identify and exhibit positive social skills consistent with employability.</li> </ul>		
<b>Evaluative Criteria</b>		<b>Assessment Evidence</b>
<type here>		PERFORMANCE TASK(S): <type here>

## COURSE NAME: 6<sup>TH</sup> GRADE TRANSITION

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 6

Unit: Transition

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment

Behavior: Learning Strategies

10. Participate in enrichment and extracurricular activities

Behavior: Self-management Skills

10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

3. Create relationships with adults that support success
8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Demonstrate social maturity and behaviors appropriate to the situation and environment

PBIS: Responsible

### Transfer

Students will be able to independently use their learning to...  
Effectively transition to the next level successfully.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- Transitions happen all throughout life and it is important to learn to adapt to changes.
- Transitions can be stressful (positively and negatively) and vary individually.
- They have a wide-range of opportunities and resources available to them.
- It is important to get off to a great start today because it lays the foundation for future successes.
- They should set and evaluate personal/social, academic, and career-related goals regularly.
- They should create their own plan based on their strengths and interests.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What are different transitions that people experience throughout life?
- How do you and others deal with transitions differently? (Healthy vs. Unhealthy) (Think about strengths and weaknesses.)
- How can you use self-advocacy through transitions?
- Why is getting started today important to tomorrow?
- How can making connections to others and getting involved help during transitions?
- How can you take the lead role in planning for your future, in regards to personal/social, academic, and career-related goals?

### Acquisition

Students will KNOW... (Including Tier II and

Students will be skilled at (DO)...

	<i>Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Self-advocacy</li> <li>• Short-term goal</li> <li>• Long-term goal</li> <li>• Personal / social</li> <li>• Sense of belonging</li> <li>• Ownership</li> <li>• Co-curricular / extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying various life transitions</li> <li>• Identifying positive aspects that come from transitions</li> <li>• Identifying and utilizing healthy coping strategies for transitions</li> <li>• Using self-advocacy skills to manage transition</li> <li>• Making connections to opportunities, resources, and others</li> <li>• Evaluating and setting personal/social, academic, and career-related goals</li> <li>• Creating a plan to achieve goals</li> </ul>
Crosswalk ACP Rubric ACP EXPLORE Self-Assessment Rubric Career Exploration <ul style="list-style-type: none"> <li>• Engage in a variety of extracurricular activities.</li> </ul> ACP Plan Self-Assessment Rubric Planning Skills <ul style="list-style-type: none"> <li>• Understand the role of personal choices in creating opportunities and barriers.</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	

## COURSE NAME: 7<sup>TH</sup> GRADE TRANSITION

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 7

Unit: Transition

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment

Behavior: Learning Strategies

10. Participate in enrichment and extracurricular activities

Behavior: Self-management Skills

10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

3. Create relationships with adults that support success
8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Demonstrate social maturity and behaviors appropriate to the situation and environment

PBIS: Responsible

### Transfer

Students will be able to independently use their learning to...  
Effectively transition to the next level successfully.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

- Transitions happen all throughout life and it is important to learn to adapt to changes.
- Transitions can be stressful (positively and negatively) and vary individually.
- They have a wide-range of opportunities and resources available to them.
- It is important to get off to a great start today because it lays the foundation for future successes.
- They should set and evaluate personal/social, academic, and career-related goals regularly.
- They should create their own plan based on their strengths and interests.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What are different transitions that people experience throughout life?
- How do you and others deal with transitions differently? (Healthy vs. Unhealthy) (Think about strengths and weaknesses.)
- Why is getting started today important to tomorrow?
- How can you use self-advocacy through transitions?
- How can making connections to others and getting involved help during transitions?
- How can you take the lead role in planning for your future, in regards to personal/social, academic, and career-related goals?

### Acquisition

	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Self-advocacy</li> <li>• Short-term goal</li> <li>• Long-term goal</li> <li>• Personal / social</li> <li>• Sense of belonging</li> <li>• Ownership</li> </ul>	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <li>• Identifying various life transitions</li> <li>• Identifying positive aspects that come from transitions</li> <li>• Identifying and utilizing healthy coping strategies for transitions</li> <li>• Using self-advocacy skills to manage transition</li> <li>• Making connections to opportunities, resources, and others</li> <li>• Evaluating and setting personal/social, academic, and career-related goals</li> <li>• Creating a plan to achieve goals</li> </ul>
Crosswalk ACP Rubric ACP EXPLORE Self-Assessment Rubric Career Exploration <ul style="list-style-type: none"> <li>• Engage in a variety of extracurricular activities.</li> </ul> ACP Plan Self-Assessment Rubric Planning Skills <ul style="list-style-type: none"> <li>• Understand the role of personal choices in creating opportunities and barriers.</li> </ul> The Plan <ul style="list-style-type: none"> <li>• Use plan as tool to consider choices, plan high school course selection and transition to high school.</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	

# COURSE NAME: 8<sup>TH</sup> GRADE TRANSITION

Developers: HMS Counselors

Development Date: 8/2016

Instructional Level: 8

Unit: Transition

ESTABLISHED GOALS (Which Content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

ASCA Mindsets

- 2. Self-confidence in ability to succeed
- 3. Sense of belonging in the school environment

Behavior: Learning Strategies

- 10. Participate in enrichment and extracurricular activities

Behavior: Self-management Skills

- 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 3. Create relationships with adults that support success
- 8. Demonstrate advocacy skills and ability to assert self, when necessary
- 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

PBIS: Responsible

## Transfer

Students will be able to independently use their learning to...  
Effectively transition to the next level successfully.

## Meaning

### UNDERSTANDINGS

Students will understand that...

- Transitions happen all throughout life and it is important to learn to adapt to changes.
- Transitions can be stressful (positively and negatively) and vary individually.
- They have a wide-range of opportunities and resources available to them.
- It is important to get off to a great start today because it lays the foundation for future successes.
- The components of transition to high school
- They should set and evaluate personal/social, academic, and career-related goals regularly.
- They should create their own plan based on their strengths and interests.

ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What are different transitions that people experience throughout life?
- How do you and others deal with transitions differently? (Healthy vs. Unhealthy) (Think about strengths and weaknesses.)
- Why is getting started today important to tomorrow?
- What are major differences between middle school and high school?
- How can you use self-advocacy through transitions?
- How can making connections to others and getting involved help during transitions?
- How can you take the lead role in planning for your future, in regards to personal/social, academic, and career-related goals?

## Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Self-advocacy

Students will be skilled at (DO)...

- Identifying various life transitions

	<ul style="list-style-type: none"> <li>● Personal / social</li> <li>● Sense of belonging</li> <li>● Ownership</li> <li>● High school schedule</li> <li>● Grade Point Average (GPA)</li> <li>● Transcript</li> <li>● Class-rank</li> <li>● Post-secondary</li> <li>● Advanced Placement</li> <li>● Youth Options</li> <li>● Transcribed Credit</li> <li>● Dual Enrollment / Credit</li> <li>● Course Options</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying positive aspects that come from transitions</li> <li>● Identifying and utilizing healthy coping strategies for transitions</li> <li>● Using self-advocacy skills to manage transition</li> <li>● Making connections to opportunities, resources, and others</li> <li>● Evaluating and setting personal/social, academic, and career-related goals</li> <li>● Creating a plan to achieve goals</li> </ul>
<p>Crosswalk ACP Rubric</p> <p>ACP EXPLORE Self-Assessment Rubric</p> <p>Career Exploration</p> <p>Engage in a variety of extracurricular activities.</p> <p>Post-Secondary Education &amp; Training Options</p> <ul style="list-style-type: none"> <li>● Understand how middle school course-taking can affect high school options.</li> <li>● Have a sample plan for freshman year of high school</li> <li>● Know general pre-requisites for multiple postsecondary education &amp; training options</li> </ul> <p>ACP Plan Self-Assessment Rubric</p> <p>Planning Skills</p> <ul style="list-style-type: none"> <li>● Understand the role of personal choices in creating opportunities and barriers.</li> </ul> <p>The Plan</p> <ul style="list-style-type: none"> <li>● Use plan as tool to consider choices, plan high school course selection and transition to high school.</li> </ul> <p>ACP Go Self-Assessment Rubric</p> <p>Transitions</p> <ul style="list-style-type: none"> <li>● Attend high school and/or postsecondary information events</li> </ul>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	

# High School Curriculum

The high school years are a continuation of learning, supporting the transition adulthood. Purposeful living and learning is at the center of the school counseling program, K-12. The school counseling content themes are listed below. In high school, all themes will be addressed.

- Academic Success
- Academic and Career Planning
- Character
- Communication / Social Skills
- Diversity
- Safety & Wellness
- Self-understanding/Self-management
- Transitions

School counseling curriculum is provided through classroom guidance lessons, small group counseling, and individual planning and counseling. This document is a framework for our students, as 21<sup>st</sup> century learners.



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9	Transition, Social & Communication Skills, ACP, Academic Success, Character	ACP, Academic Success	ACP, Academic Success	ACP, Academic Success, Safety & Wellness, & Diversity	ACP	ACP	ACP	ACP	ACP & Academic Success
10	ACP, Academic Success, & Self-understanding/Self-management	ACP	ACP	ACP, Safety & Wellness, & Diversity	ACP	ACP, Academic Success, & Self-understanding/Self-management	ACP	ACP	ACP & Academic Success
11	ACP	ACP, Academic Success	ACP, Self-understanding/Self-management, Academic Success & Transition (Conferencing)	ACP, Self-understanding/Self-management, Academic Success, Transition (Conferencing), Safety & Wellness, & Diversity	ACP, Self-understanding/Self-management, Academic Success & Transition (Conferencing)	ACP, Self-understanding/Self-management, Academic Success & Transition (Conferencing)	ACP	ACP, Character	ACP & Academic Success
12	ACP & Transition	ACP	Academic Success, Self-understanding/Self-management, & Transition	ACP, Safety & Wellness, & Diversity	ACP, Transition	ACP	ACP	ACP	ACP & Academic Success

Direct (core curriculum, individual student planning, responsive services)			Indirect (referrals for additional assistance, consultation and collaboration with parents, teachers, and other educators and community organizations)	Other (non-counseling duties)
School Counseling Curriculum	Individual Student Planning	Responsive Services	Systems Support	
<ul style="list-style-type: none"> <li>Classroom Guidance Lessons (See K-12 School Counseling Content Themes)</li> <li>Career/College Expo</li> <li>Student &amp; Parent Education               <ul style="list-style-type: none"> <li>8<sup>th</sup> Grade Registration</li> <li>9<sup>th</sup> grade Orientation</li> <li>Graduation Requirements</li> <li>Post-secondary (11<sup>th</sup> &amp; 12<sup>th</sup>)</li> <li>Scholarship</li> <li>Financial Aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Academic &amp; Career Planning               <ul style="list-style-type: none"> <li>Junior Conferencing</li> <li>Plan reviews</li> <li>IEP</li> <li>Vocational Exploration</li> <li>Letters of Recommendation</li> <li>Financial Aid</li> <li>College Applications</li> </ul> </li> <li>Weekly Freshmen Grade Checks</li> <li>Goal Setting</li> <li>Section 504 support as appropriate to school counseling</li> <li>Transition: Transfer Students/Families/Foreign Exchange</li> <li>Schedule Changes</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Small group counseling</li> <li>Conflict resolution Services</li> <li>Family Systems Support</li> <li>Crisis Response</li> <li>Community Referrals</li> <li>Community Resources</li> <li>Consultation, Collaboration, &amp; Teaming</li> <li>EST Plan support as appropriate to school counseling</li> <li>Student Contracts</li> <li>Alternative School Programs               <ul style="list-style-type: none"> <li>Section 504 support as appropriate to school counseling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>IEPs</li> <li>Calendaring</li> <li>Community Collaborations</li> <li>Consultation, Collaboration, &amp; Teaming</li> <li>Crisis Response Team Meetings</li> <li>District/Building Committees</li> <li>Educational Support Team (EST) Meetings</li> <li>Professional Development</li> <li>Professional Organizations (ASCA/WSCA)</li> <li>PBIS</li> <li>Program Development, Data Collection, &amp; Evaluation</li> <li>Recordkeeping / Documentation</li> <li>RtI</li> <li>Senior credit checks</li> <li>Record Review</li> </ul>	<ul style="list-style-type: none"> <li>LEA IEP</li> <li>Morning/afternoon supervision</li> <li>Lunch supervision</li> <li>504 Case Management</li> <li>Setting up master schedule</li> <li>Scholarship Committee</li> <li>Financial Aid Coordinator</li> <li>Testing Coordinator</li> <li>Student Tutoring (class overseer)</li> <li>ACT workshop coordinator</li> <li>Career Expo Coordinator</li> <li>Youth Options / Course Options Coordinator</li> <li>Work based learning Coordinator</li> <li>Youth Apprenticeship Coordinator</li> <li>Online Learning Coordinator</li> <li>Health Science Academy Coordinator</li> <li>STEM Coordinator</li> </ul>

# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 6/28/16*

*Instructional Level: 9<sup>th</sup> grade*

*Unit: Academic Success*

## ESTABLISHED GOALS:

### Mindset Standards

5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Develop a positive attitude toward work and learning

### Behavior Standards

3. Use time-management, organization and study skills
7. Identify long- and short-term academic, career and social/emotional goals

## Transfer

*Students will be able to independently achieve success.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand their strengths and weaknesses
- understand resources available and use them when needed
- understand that their decisions impact their future

### ESSENTIAL QUESTIONS

- *What are my strengths and weaknesses?*
- *What do I do when I need help?*
- *What are my goals in life?*

## Acquisition

*Students will KNOW*

- their strengths and weaknesses
- their goals related to academic, personal/social, and careers
- resources available for help

*Students will*

- complete interest inventory to learn strengths and weaknesses
- create a plan to reach their goals
- identify two or more resources available to them

## Crosswalk ACP Rubric:

### Plan

- *Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.*
- *Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.*

### Go

- *Actively update, revise, and refine goals, plans, and options at least monthly on own and/or with supportive adults/mentors.*

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE: <type here>

# COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 7/21/16

Instructional Level: 10<sup>th</sup> grade

Unit: Academic Success

## ESTABLISHED GOALS:

### Mindset Standards

7. Belief in using abilities to their fullest to achieve high-quality results and outcomes
8. Develop a positive attitude toward work and learning

### Behavior Standards

3. Use time-management, organization and study skills
7. Identify long- and short-term academic, career and social/emotional goals

## Transfer

*Students will be able identify cause and effect relationships.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand their strengths and weaknesses
- creation of goals to help stay focused
- understand that their decisions impact their future

### ESSENTIAL QUESTIONS

- What are my strengths and weaknesses?
- What are my goals in life?
- What can I do different now to meet my life goals?

## Acquisition

*Students will KNOW*

- their strengths and weaknesses
- their goals related to academic, personal/social, and careers
- what they need to change to meet their life goals

*Students will*

- re-evaluate strengths and weaknesses in career cruiser and reflect on similarities and differences
- complete 10<sup>th</sup> grade goal setting form

## Crosswalk ACP Rubric:

### Plan

- Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.
- Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.

### Go

- Actively update, revise, and refine goals, plans, and options at least monthly on own and/or with supportive adults/mentors.

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE: <type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 7/21/16*

*Instructional Level: 11<sup>th</sup>  
grade*

*Unit: Academic Success*

## ESTABLISHED GOALS:

### Mindset Standards

- 2. Self-confidence in ability to succeed
- 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

### Behavior Standards: Learning

- 6. Set high standards of quality
- 8. Actively engage in challenging coursework

### Behavior Standards: Social skills

- 3. Create relationships with adults that support success

## **Transfer**

*Students will be able to understand post-secondary requirements and options.*

## **Meaning**

### UNDERSTANDINGS

*Students will*

- understand that their decisions impact their future
- match their strengths and weaknesses with their decisions

### ESSENTIAL QUESTIONS

- *What can I do different now to meet my post-secondary goals?*
- *What outcomes would align with my strengths and weaknesses?*

## **Acquisition**

*Students will KNOW*

- what they need to change to meet their post-secondary goals
- the best path for their post-secondary transition into adulthood.

*Students will*

- participate in their junior meeting with parents and/or guardian

## Crosswalk ACP Rubric:

### Know

- *Explain how their goals fit with their personal skills and attributes, current activities, and post-secondary plan*

### Explore

- *Understanding the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.*

### Plan

- *Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.*

## Evaluative Criteria

<type here>

<type here>

## Assessment Evidence

PERFORMANCE TASK(S):<type here>

OTHER EVIDENCE:<type here>

# COURSE NAME: 12<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 7/21/16*

*Instructional Level: 12<sup>th</sup> grade*

*Unit: Academic Success*

## ESTABLISHED GOALS:

### Mindset Standards

- 2. Self-confidence in ability to succeed
- 6. Belief in using abilities to their fullest to achieve high-quality results and outcomes

### Behavior Standards: Learning

- 6. Set high standards of quality
- 8. Actively engage in challenging coursework

### Behavior Standards: Social skills

- 3. Create relationships with adults that support success

## Transfer

*Students will be able to understand post-secondary requirements and options.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their decisions impact their future
- match their strengths and weaknesses with their decisions

### ESSENTIAL QUESTIONS

- What can I do different now to meet my post-secondary goals?
- What outcomes would align with my strengths and weaknesses?

## Acquisition

*Students will KNOW*

- what they need to change to meet their post-secondary goals
- the best path for their post-secondary transition into adulthood.

*Students will*

- participate and attend senior parent meeting to review post-secondary timeline.
- participate in classroom guidance lessons to review post-secondary timeline.

## Crosswalk ACP Rubric:

### Know

- Explain how their goals fit with their personal skills and attributes, current activities, and post-secondary plan

### Explore

- Understanding the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
- Access multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid

### Plan

- Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):<type here>

<type here>

OTHER EVIDENCE:<type here>

# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 7/21/16

Instructional Level: 9<sup>th</sup> grade

Unit: Social & communication skills

## ESTABLISHED GOALS:

Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standards: self-management

7. Demonstrate effective coping skills when faced with a problem

Behavior Standards: social skills

8. Demonstrate advocacy skills and ability to assert self, when necessary

## Transfer

*Students will be able to use communication skills to advocate for their needs.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand resources available and use them when needed
- understand effective ways to communicate with others

### ESSENTIAL QUESTIONS

- *What do I do when I need help?*
- *How do I communicate with others?*

## Acquisition

*Students will KNOW*

- resources available for help
- how to approach others

*Students will*

- identify two or more resources available to them
- identify two or more ways they can communicate regarding a concern/struggle throughout the year

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 7/21/16

Instructional Level: 10<sup>th</sup> grade

Unit: Social & communication skills

## ESTABLISHED GOALS:

Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standards: self-management

7. Demonstrate effective coping skills when faced with a problem

Behavior Standards: social skills

9. Demonstrate advocacy skills and ability to assert self, when necessary

## Transfer

*Students will be able to recognize appropriate social context and communication skills with others.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand effective ways to communicate with others
- understand how their social behavior impacts others

### ESSENTIAL QUESTIONS

- How do I communicate with others?
- How do my actions impact others?

## Acquisition

*Students will KNOW*

- how to approach others and different styles of communication
- how to act socially with others

*Students will*

- Fill out a Google Form to assess understanding of social and communication skills

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE:

<type here>



# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 8/17/16

Instructional Level: 9<sup>th</sup> grade

Unit: Transition

## ESTABLISHED GOALS:

Mindset Standards

3. Student will have a sense of belonging in the school environment

Behavior Self-Management Standards

7. Demonstrate effective coping skills when faced with a problem

Behavior: Social Skills

2. Create positive and supportive relationships with other students
3. Create relationships with adults that support success

## Transfer

*Students will be able to understand and utilize resources available to them.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand supports and resources that are available to them.
- understand that their decisions impact their future

### ESSENTIAL QUESTIONS

- What do I do when I need help?
- What behaviors and decisions are you demonstrating that will impact your future?

## Acquisition

*Students will KNOW*

- resources available for help
- that their decisions and behaviors are establishing habits that will impact their post-secondary future.

*Students will*

- attend 9<sup>th</sup> grade orientation
- attend Pride Day
- identify two or more resources available to them

Crosswalk ACP Rubric:

Know

- Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date:  
8/17/16*

*Instructional Level: 11<sup>th</sup> grade*

*Unit: Transition*

## ESTABLISHED GOALS:

### Behavior: Learning Strategies

- 7. Identify long and short-term academic, career and social/emotional goals

### Behavior Self-Management Standards

- 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

### Behavior: Social Skills

- 5. Create relationships with adults that support success

## **Transfer**

*Students will investigate post-secondary options.*

## **Meaning**

### UNDERSTANDINGS

*Students will*

- understand their strengths and weaknesses
- understand that their decisions impact their future
- understand options that are available to them

### ESSENTIAL QUESTIONS

- *What are my strengths and weaknesses?*
- *What are my postsecondary goals?*
- *What can I do different now to meet my post-secondary goals?*

## **Acquisition**

*Students will KNOW*

- their strengths and weaknesses
- their goals related to academic, personal/social, and careers
- what they need to change to meet their post-secondary goals

*Students will*

- be able to identify 3 careers based on their interests, strengths and weaknesses.
- complete Holland Code Interest Inventory
- attend a Career Expo

## *Crosswalk ACP Rubric:*

### Know

- Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs

### Explore

- Access multiple sources for information on postsecondary programs, institutions and scholarships/financial aid

## **Evaluative Criteria**

<type here>

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## **Assessment Evidence**

PERFORMANCE TASK(S):<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 12<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 8/17/16*

*Instructional Level: 12<sup>th</sup> grade*

*Unit: Transition*

## ESTABLISHED GOALS:

Behavior: Learning Strategies

- 7. Identify long and short-term academic, career and social/emotional goals

Behavior Self-Management Standards

- 11. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Behavior: Social Skills

- 6. Create relationships with adults that support success

## *Transfer*

*Students will plan post-secondary options.*

## *Meaning*

### UNDERSTANDINGS

*Students will*

- understand their strengths and weaknesses
- understand that their decisions impact their future
- understand options that are available to them

### ESSENTIAL QUESTIONS

- *What are my strengths and weaknesses?*
- *What are my postsecondary goals?*
- *What do I need to do to implement my post-secondary plan?*

## *Acquisition*

*Students will KNOW*

- their strengths and weaknesses
- their goals related to academic, personal/social, and careers
- how to gather resources for their plan

*Students will*

- able to identify their post-secondary plan

## *Crosswalk ACP Rubric:*

Know

- Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs

Explore

- Access multiple sources for information on postsecondary programs, institutions and scholarships/financial aid

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 8/17/16*

*Instructional Level: 10<sup>th</sup> grade*

*Unit: Self-Understanding & Self-Management*

## Stage 1 Desired Results

### ESTABLISHED GOALS:

Mindsets

- 5. Belief in using abilities to their fullest to achieve high quality results and outcomes

Behavior Learning Strategies

- 4. Apply self-motivation and self-direction to learning

Behavior Self-Management Standards

- 7. Demonstrate effective coping skills when faced with a problem

### Transfer

*Students will be able to understand opportunities for improvement.*

### Meaning

#### UNDERSTANDINGS

*Students will*

- understand supports and resources that are available to them.
- understand that their decisions impact their future

#### ESSENTIAL QUESTIONS

- What are my strengths and weaknesses?
- What can I do different now to meet my goals?

### Acquisition

*Students will KNOW*

- resources available for help
- areas for improvement in order to achieve their goals

*Students will*

- identify their strengths and weaknesses
- write a SMART goal based on the areas they want to improve

## Stage 2 - Evidence

**How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?**

### Evaluative Criteria

<type here>

### Assessment Evidence

PERFORMANCE TASK(S):

<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 8/17/16*

*Instructional Level: 11<sup>th</sup> grade*

*Unit: Self-Understanding and Self-Management*

## ESTABLISHED GOALS:

### Mindsets

- 6. Belief in using abilities to their fullest to achieve high quality results and outcomes

### Behavior Learning Strategies

- 5. Apply self-motivation and self-direction to learning

### Behavior Self-Management Standards

- 8. Demonstrate effective coping skills when faced with a problem

## **Transfer**

*Students will be able to understand opportunities for improvement.*

## **Meaning**

### UNDERSTANDINGS

*Students will*

- understand their strengths and weaknesses
- understand that their decisions impact their future

### ESSENTIAL QUESTIONS

- *What are my strengths and weaknesses?*
- *What are my postsecondary goals?*
- *What can I do different now to meet my post-secondary goals?*

## **Acquisition**

*Students will KNOW*

- their strengths and weaknesses
- their goals related to academic, personal/social, and careers
- what they need to change to meet their post-secondary goals

*Students will*

- be able to identify 3 careers based on their interests, strengths and weaknesses.
- complete Holland Code Interest Inventory

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):

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OTHER EVIDENCE:

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# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 9<sup>th</sup> grade

Unit: Character

## ESTABLISHED GOALS:

### Behavior Social Skills

- 8. Demonstrate empathy
- 9. Demonstrate ethical decision making and social responsibility
- 10. Use effective collaboration and cooperation
- 11. Use leadership and teamwork skills to work effectively in diverse teams

## Transfer

*Students will be able to reflect on how they demonstrate school pride, work as a team, and treat people.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their behavior affects others
- understand that their decisions impact others
- understand that their purpose and impact within a group

### ESSENTIAL QUESTIONS

- *How do you treat people?*
- *What unhealthy stereotypes and judgments do you place on others?*
- *What are your character strengths and weaknesses?*

## Acquisition

*Students will KNOW*

- *how to be more empathetic towards others*
- *how to more effectively understand others and their strengths and weaknesses*
- *how to work together in to develop a common goal*

*Students will*

- attend PRIDE Day
- present a skit with their advisory demonstrating teamwork and school pride
- watch monthly Harbor videos and discuss as a group

## Evaluative Criteria

## Assessment Evidence

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PERFORMANCE TASK(S):

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OTHER EVIDENCE: <type here>

# COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 10<sup>th</sup> grade

Unit: Character

## ESTABLISHED GOALS:

### Behavior Social Skills

- 12. Demonstrate empathy
- 13. Demonstrate ethical decision making and social responsibility
- 14. Use effective collaboration and cooperation
- 15. Use leadership and teamwork skills to work effectively in diverse teams

## Transfer

*Students will be able to reflect on how they treat people and their perspective of others.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their behavior affects others
- understand that their decisions impact others

### ESSENTIAL QUESTIONS

- How do you treat people?
- What unhealthy stereotypes and judgments do you place on others?
- What are your character strengths and weaknesses?

## Acquisition

*Students will KNOW*

- how to be more empathetic towards others
- how to more effectively understand others and their strengths and weaknesses

*Students will*

- watch monthly Harbor videos and discuss as a group

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):

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OTHER EVIDENCE:

<type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 8/17/16

Instructional Level: 11<sup>th</sup> grade

Unit: Character

## ESTABLISHED GOALS:

### Behavior Social Skills

- 16. Demonstrate empathy
- 17. Demonstrate ethical decision making and social responsibility
- 18. Use effective collaboration and cooperation
- 19. Use leadership and teamwork skills to work effectively in diverse teams

## Transfer

*Students will be able to reflect on how they treat people and their perspective of others.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their behavior affects others
- understand that their decisions impact others

### ESSENTIAL QUESTIONS

- How do you treat people?
- What unhealthy stereotypes and judgments do you place on others?
- What are your character strengths and weaknesses?

## Acquisition

*Students will KNOW*

- how to be more empathetic towards others
- how to more effectively understand others and their strengths and weaknesses

*Students will*

- attend Respect retreat
- watch monthly Harbor videos and discuss as a group

## Evaluative Criteria

## Assessment Evidence

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PERFORMANCE TASK(S):

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OTHER EVIDENCE:

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# COURSE NAME: 12<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 12<sup>th</sup> grade

Unit: Character

## ESTABLISHED GOALS:

### Behavior Social Skills

- 20. Demonstrate empathy
- 21. Demonstrate ethical decision making and social responsibility
- 22. Use effective collaboration and cooperation
- 23. Use leadership and teamwork skills to work effectively in diverse teams

## Transfer

*Students will be able to reflect on how they treat people and their perspective of others.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their behavior affects others
- understand that their decisions impact others

### ESSENTIAL QUESTIONS

- *How do you treat people?*
- *What unhealthy stereotypes and judgments do you place on others?*
- *What are your character strengths and weaknesses?*

## Acquisition

*Students will KNOW*

- how to be more empathetic towards others
- how to more effectively understand others and their strengths and weaknesses

*Students will*

- watch monthly Harbor videos and discuss as a group

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):

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OTHER EVIDENCE:

<type here>

# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 9<sup>th</sup> grade

Unit: Diversity

## ESTABLISHED GOALS:

Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standards: self-management

7. Demonstrate effective coping skills when faced with a problem

Behavior Standards: social skills

12. Demonstrate advocacy skills and ability to assert self, when necessary

## Transfer

*Students will be able to use communication skills to advocate for their needs.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand affective ways to communicate with others
- be mindful of varying interpretations and backgrounds

### ESSENTIAL QUESTIONS

- How do I communicate with others?
- How will others react to my behaviors and comments?

## Acquisition

*Students will KNOW*

- how to appropriately communicate and approach others

*Students will*

- attend SEEDS performance
- reflect and discuss Harbor videos in Advisory
- participate in Mix-It-Up Day

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 11/7/16*

*Instructional Level: 10<sup>th</sup> grade*

*Unit: Diversity*

## ESTABLISHED GOALS:

Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standards: self-management

7. Demonstrate effective coping skills when faced with a problem

Behavior Standards: social skills

13. Demonstrate advocacy skills and ability to assert self, when necessary

## **Transfer**

*Students will be able to use communication skills to advocate for their needs.*

## **Meaning**

### UNDERSTANDINGS

*Students will*

- understand affective ways to communicate with others
- be mindful of varying interpretations and backgrounds

### ESSENTIAL QUESTIONS

- *How do I communicate with others?*
- *How will others react to my behaviors and comments?*

## **Acquisition**

*Students will KNOW*

- how to appropriately communicate and approach others

*Students will*

- attend SEEDS performance
- reflect and discuss Harbor videos in Advisory
- participate in Mix-It-Up Day

## **Evaluative Criteria**

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## **Assessment Evidence**

PERFORMANCE TASK(S):

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OTHER EVIDENCE:

<type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 11<sup>th</sup> grade

Unit: Diversity

## ESTABLISHED GOALS:

### Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

### Behavior Standards: self-management

7. Demonstrate effective coping skills when faced with a problem

### Behavior Standards: social skills

14. Demonstrate advocacy skills and ability to assert self, when necessary

## Transfer

*Students will be able to use communication skills to advocate for their needs.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand affective ways to communicate with others
- be mindful of varying interpretations and backgrounds

### ESSENTIAL QUESTIONS

- How do I communicate with others?
- How will others react to my behaviors and comments?

## Acquisition

*Students will KNOW*

- how to appropriately communicate and approach others

*Students will*

- attend SEEDS performance
- reflect and discuss Harbor videos in Advisory
- participate in Mix-It-Up Day

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):

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OTHER EVIDENCE:

<type here>

# COURSE NAME: 12<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 11/7/16*

*Instructional Level: 12<sup>th</sup> grade*

*Unit: Diversity*

## ESTABLISHED GOALS:

Mindset Standards

2. Self-confidence in ability to succeed

6. Positive attitude toward work and learning

Behavior Standards: self-management

7. Demonstrate effective coping skills when faced with a problem

Behavior Standards: social skills

15. Demonstrate advocacy skills and ability to assert self, when necessary

## Transfer

*Students will be able to use communication skills to advocate for their needs.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand affective ways to communicate with others
- be mindful of varying interpretations and backgrounds

### ESSENTIAL QUESTIONS

- *How do I communicate with others?*
- *How will others react to my behaviors and comments?*

## Acquisition

*Students will KNOW*

- how to appropriately communicate and approach others

*Students will*

- attend SEEDS performance
- reflect and discuss Harbor videos in Advisory
- participate in Mix-It-Up Day

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):

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<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 9<sup>th</sup> grade

Unit: Safety & Wellness

## ESTABLISHED GOALS:

### Mindset Standards

1. Belief in development of whole self, including a healthy balance of mental, social emotional, and physical well-being.
2. Self confidence in ability to succeed.

### Self-Management Skills

5. Demonstrate perseverance to achieve long- and short-term goals.
7. Demonstrate effective coping skills when faced with a problem.

## Transfer

*Students will develop and implement stress management and coping skills into their daily life.*

## Meaning

### UNDERSTANDINGS

*Students will*

- Understand individual differences in stress management and coping skills

### ESSENTIAL QUESTIONS

- How do I cope with stress?
- What am I currently doing and is it working?

## Acquisition

*Students will KNOW*

- How to use effective coping skills
- How to appropriately utilize resources for healthy coping strategies

*Students will*

- Participate in a school wide relaxation activity
- Participate in a self-care activity during advisory

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S):  
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OTHER EVIDENCE:  
<type here>

## COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 11/7/16*

*Instructional Level: 10<sup>th</sup> grade*

*Unit: Safety & Wellness*

### ESTABLISHED GOALS:

#### Mindset Standards

3. Belief in development of whole self, including a healthy balance of mental, social emotional, and physical well-being.
4. Self confidence in ability to succeed.

#### Self-Management Skills

6. Demonstrate perseverance to achieve long- and short-term goals.
8. Demonstrate effective coping skills when faced with a problem.

### **Transfer**

*Students will develop and implement stress management and coping skills into their daily life.*

### **Meaning**

#### UNDERSTANDINGS

*Students will*

- Understand individual differences in stress management and coping skills

#### ESSENTIAL QUESTIONS

- How do I cope with stress?
- What am I currently doing and is it working?

### **Acquisition**

*Students will KNOW*

- How to use effective coping skills
- How to appropriately utilize resources for healthy coping strategies

*Students will*

- Participate in a school wide relaxation activity
- Participate in a self-care activity during advisory

### **Evaluative Criteria**

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### **Assessment Evidence**

PERFORMANCE TASK(S):

<type here>

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OTHER EVIDENCE:<type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 11/7/16*

*Instructional Level: 11<sup>th</sup> grade*

*Unit: Safety & Wellness*

## ESTABLISHED GOALS:

### Mindset Standards

5. Belief in development of whole self, including a healthy balance of mental, social emotional, and physical well-being.
6. Self confidence in ability to succeed.

### Self-Management Skills

7. Demonstrate perseverance to achieve long- and short-term goals.
9. Demonstrate effective coping skills when faced with a problem.

## **Transfer**

*Students will develop and implement stress management and coping skills into their daily life.*

## **Meaning**

### UNDERSTANDINGS

*Students will*

- Understand individual differences in stress management and coping skills

### ESSENTIAL QUESTIONS

- *How do I cope with stress?*
- *What am I currently doing and is it working?*

## **Acquisition**

*Students will KNOW*

- How to use effective coping skills
- How to appropriately utilize resources for healthy coping strategies

*Students will*

- Participate in a school wide relaxation activity
- Participate in a self-care activity during advisory

## **Evaluative Criteria**

<type here>

## **Assessment Evidence**

PERFORMANCE TASK(S):

<type here>

<type here>

OTHER EVIDENCE:

<type here>



# COURSE NAME: 12<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 11/7/16

Instructional Level: 12<sup>th</sup> grade

Unit: Safety & Wellness

## ESTABLISHED GOALS:

### Mindset Standards

7. Belief in development of whole self, including a healthy balance of mental, social emotional, and physical well-being.
8. Self confidence in ability to succeed.

### Self-Management Skills

8. Demonstrate perseverance to achieve long- and short-term goals.
10. Demonstrate effective coping skills when faced with a problem.

## Transfer

*Students will develop and implement stress management and coping skills into their daily life.*

## Meaning

### UNDERSTANDINGS

*Students will*

- Understand individual differences in stress management and coping skills

### ESSENTIAL QUESTIONS

- How do I cope with stress?
- What am I currently doing and is it working?

## Acquisition

*Students will KNOW*

- How to use effective coping skills
- How to appropriately utilize resources for healthy coping strategies

*Students will*

- Participate in a school wide relaxation activity
- Participate in a self-care activity during advisory

## Evaluative Criteria

<type here>

## Assessment Evidence

PERFORMANCE TASK(S):

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<type here>

OTHER EVIDENCE:

<type here>

# COURSE NAME: 9<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 1/23/17

Instructional Level: 9<sup>th</sup> grade

Unit: Academic and Career Planning

## ESTABLISHED GOALS:

### Mindsets:

2. Self-confidence in ability to succeed
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

### Behavior: Learning Strategies

7. Identify long- and short-term academic, career and social/ emotional goals
9. Gather evidence and consider multiple perspectives to make informed decisions

## Transfer

*Students will be able to understand and utilize resources available to them and make plans to support their life goals.*

## Meaning

### UNDERSTANDINGS

*Students will*

- Understand resources available to them
- Understand the importance of planning their next four years to support their life goal

### ESSENTIAL QUESTIONS

- What resources are available to you?
- What should I be doing now to prepare me for my life goals?

## Acquisition

*Students will KNOW*

- How to access resources
- How to create a flexible plan

*Students will*

- Meet with counselor for 9<sup>th</sup> grade checks.
- Fill out four-year plan with counselor.

## Crosswalk ACP Rubric:

### Know

- Explain how their goals fit with their personal skills and attributes, current activities, and post-secondary plan

### Explore

- Understanding the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.

### Plan

Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.

## Evaluative Criteria

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## Assessment Evidence

PERFORMANCE TASK(S): <type here>

OTHER EVIDENCE: <type here>

# COURSE NAME: 10<sup>TH</sup> GRADE SCHOOL COUNSELING

Developers: High School Counselors

Development Date: 1/23/17

Instructional Level: 10<sup>th</sup> grade

Unit: Academic and Career Planning

## ESTABLISHED GOALS:

### Mindsets:

- 3. Self-confidence in ability to succeed
- 7. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- 8. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- 9. Positive attitude toward work and learning

### Behavior: Learning Strategies

- 8. Identify long- and short-term academic, career and social/emotional goals
- 10. Gather evidence and consider multiple perspectives to make informed decisions

## Transfer

*Students will be able identify cause and effect relationships and revise plans to support their life goals.*

## Meaning

### UNDERSTANDINGS

#### Students will

- understand their strengths and weaknesses
- creation of goals to help stay focused
- understand that their decisions impact their future

### ESSENTIAL QUESTIONS

- What are my strengths and weaknesses?
- What are my goals in life?
- What can I do different now to meet my life goals?

## Acquisition

### Students will KNOW

- their strengths and weaknesses
- their goals related to academic, personal/social, and careers
- what they need to change to meet their life goals

### Students will

- re-evaluate strengths and weaknesses in career cruiser and reflect on similarities and differences
- complete 10<sup>th</sup> grade goal setting lesson
- Revise four-year plan with counselor

## Crosswalk ACP Rubric:

### Know

- Explain how their goals fit with their personal skills and attributes, current activities, and post-secondary plan

### Explore

- Understanding the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.

### Plan

Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.

## Evaluative Criteria

<type here>

<type here>

## Assessment Evidence

PERFORMANCE TASK(S): <type here>

OTHER EVIDENCE:<type here>

# COURSE NAME: 11<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 1/23/17*

*Instructional Level: 11<sup>th</sup> grade*

*Unit: Academic and Career Plan*

## ESTABLISHED GOALS:

### Mindset Standards

- 2. Self-confidence in ability to succeed

- 24. Belief in using abilities to their fullest to achieve high-quality results and outcomes

### Behavior Standards: Learning

- 6. Set high standards of quality
- 8. Actively engage in challenging coursework

### Behavior Standards: Social skills

- 3. Create relationships with adults that support success

## Transfer

*Students will be able to understand post-secondary requirements and options.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their decisions impact their future
- match their strengths and weaknesses with their decisions

### ESSENTIAL QUESTIONS

- What can I do different now to meet my post-secondary goals?
- What outcomes would align with my strengths and weaknesses?

## Acquisition

*Students will KNOW*

- what they need to change to meet their post-secondary goals
- the best path for their post-secondary transition into adulthood.

*Students will*

- Attend the junior career expo
- Complete an interest inventory
- Attend a junior conference with school counselor

## Crosswalk ACP Rubric:

### Know

- Explain how their goals fit with their personal skills and attributes, current activities, and post-secondary plan

### Explore

- Understanding the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.

### Plan

- Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):  
<type here>

<type here>

OTHER EVIDENCE: <type here>

# COURSE NAME: 12<sup>TH</sup> GRADE SCHOOL COUNSELING

*Developers: High School Counselors*

*Development Date: 1/23/17*

*Instructional Level: 12<sup>th</sup> grade*

*Unit: Academic and Career Plan*

## ESTABLISHED GOALS:

### Mindset Standards

- 2. Self-confidence in ability to succeed

- 25. Belief in using abilities to their fullest to achieve high-quality results and outcomes

### Behavior Standards: Learning

- 6. Set high standards of quality
- 8. Actively engage in challenging coursework

### Behavior Standards: Social skills

- 3. Create relationships with adults that support success

## Transfer

*Students will be able to understand post-secondary requirements and options.*

## Meaning

### UNDERSTANDINGS

*Students will*

- understand that their decisions impact their future
- match their strengths and weaknesses with their decisions

### ESSENTIAL QUESTIONS

- What can I do different now to meet my post-secondary goals?
- What outcomes would align with my strengths and weaknesses?

## Acquisition

*Students will KNOW*

- what they need to change to meet their post-secondary goals
- the best path for their post-secondary transition into adulthood.

*Students will*

- Attend the college panel
- Review post-secondary readiness

## Crosswalk ACP Rubric:

### Know

- Explain how their goals fit with their personal skills and attributes, current activities, and post-secondary plan

### Explore

- Understanding the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
- Access multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid

### Plan

- Identify strategies for improving educational achievement and performance as needed for post-secondary and career goals.

## Evaluative Criteria

## Assessment Evidence

<type here>

PERFORMANCE TASK(S):<type here>

<type here>

OTHER EVIDENCE:<type here>



# Instructional Strategies and Assessment Information

*Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of social studies achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.*

American School Counselor Association (ASCA): [Link to National Model Executive Summary](#)

American School Counselor Association (ASCA): [Link to School Counselor Competencies](#)

American School Counselor Association (ASCA): [Link to Ethical Standards](#)

American School Counselor Association (ASCA): [Link to Role of a School Counselor Statement](#)

## **Vocabulary Instruction**

### **A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY**

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

*Source: Building Academic Vocabulary, Marzano and Pickering, ASCD, 2005.*

# School District of Holmen

## School Counseling Curriculum

# Appendices

## 2016-17

Appendix A: American School Counselor Association Mindsets and Behaviors

Appendix B: Bloom's Taxonomy

Appendix C: Glossary of curriculum-related terms

Appendix D: Statutes and Policies Addressing Student Needs

Appendix E: Resources/References



# Appendix A

## American School Counselor Association Mindsets and Behaviors Wisconsin Model Academic Standards for School Counseling

### The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
<b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <b>M 2.</b> Self-confidence in ability to succeed <b>M 3.</b> Sense of belonging in the school environment <b>M 4.</b> Understanding that postsecondary education and life-long learning are necessary for long-term career success <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes <b>M 6.</b> Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
<b>B-LS 1.</b> Demonstrate critical-thinking skills to make informed decisions	<b>B-SMS 1.</b> Demonstrate ability to assume responsibility	<b>B-SS 1.</b> Use effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Demonstrate creativity	<b>B-SMS 2.</b> Demonstrate self-discipline and self-control	<b>B-SS 2.</b> Create positive and supportive relationships with other students
<b>B-LS 3.</b> Use time-management, organizational and study skills	<b>B-SMS 3.</b> Demonstrate ability to work independently	<b>B-SS 3.</b> Create relationships with adults that support success
<b>B-LS 4.</b> Apply self-motivation and self-direction to learning	<b>B-SMS 4.</b> Demonstrate ability to delay immediate gratification for long-term rewards	<b>B-SS 4.</b> Demonstrate empathy
<b>B-LS 5.</b> Apply media and technology skills	<b>B-SMS 5.</b> Demonstrate perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Demonstrate ethical decision-making and social responsibility
<b>B-LS 6.</b> Set high standards of quality	<b>B-SMS 6.</b> Demonstrate ability to overcome barriers to learning	<b>B-SS 6.</b> Use effective collaboration and cooperation skills
<b>B-LS 7.</b> Identify long- and short-term academic, career and social/emotional goals	<b>B-SMS 7.</b> Demonstrate effective coping skills when faced with a problem	<b>B-SS 7.</b> Use leadership and teamwork skills to work effectively in diverse teams
<b>B-LS 8.</b> Actively engage in challenging coursework	<b>B-SMS 8.</b> Demonstrate the ability to balance school, home and community activities	<b>B-SS 8.</b> Demonstrate advocacy skills and ability to assert self, when necessary
<b>B-LS 9.</b> Gather evidence and consider multiple perspectives to make informed decisions	<b>B-SMS 9.</b> Demonstrate personal safety skills	<b>B-SS 9.</b> Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participate in enrichment and extracurricular activities	<b>B-SMS 10.</b> Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

## Appendix B Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write	Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize	Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explain Explore Figure out File Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	Appraise Assess Compare Conclude Contrast Counsel Criticize Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify

## Appendix B Continued...

### Bloom's Taxonomy

Affective Domain Verbs				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate Adjust Align Apply Arrange Assemble Balance Break down Build Calibrate Change Clean Close Combine Compose Connect Construct	Correct Create Demonstrate Design Dismantle Drill Fasten Fix Follow Grind Grip Hammer Heat Hook Identify Load Locate	Loosen Make Manipulate Mend Mix Nail Operate Paint Press Produce Pull Push Remove Repair Replace Rotate Sand	Transfer Troubleshoot Tune Turn on/off Type Saw Sharpen Set Sew Sketch Start Stir Use Weigh Wrap

## **Appendix C Glossary of Terms**

### **School Counselor Specific**

**504 Case Manager**

Communication of the 504 plan to stakeholders and facilitate 504 meetings.

**ACP: Academic Career Plan**

A formalized career plan created by students to assist them in developing and reaching their academic and career goals. This is both a process and a product.

**AP: Advanced Placement**

A program created by the College Board which offers college-level curricula and examinations to high school students. Students who pass the exam can receive college credit.

**CCR: College and Career Readiness**

The process and activities related to career planning and preparing for college and/or the world of work. This includes developing an ACP.

**CO: Course Options**

Students are able to take courses at public institutions (high school, UW System, technical college, etc.) outside of the district. Students are limited to two courses at one time.

**EST: Educational Support Team**

A planning meeting comprised of key stakeholders to support student success.

**HSA: Health Science Academy**

The Health Science Academy is a two-year program preparing high school juniors and seniors for education and careers in the health science industry. The program provides thematic instruction, career exploration, job shadows, clinical experience, health science labs, mentoring by health professionals, research, certification and internship opportunities for students.

**ILP: Individual Learning Plan**

A document created at the high school level by school counselors, school psychologist, students, and parents to support student success.

**SBIRT: Screening, Brief, Intervention, Referral to Treatment**

An evidence-based practice used to identify, reduce, prevent, and intervene early for those who are at-risk.

**STEM Academy: Science Technology Engineering Math Academy****WVS: Wisconsin Virtual School (online course provider)**

Course options accepted

**YA: Youth Apprenticeship**

Part of a statewide School-to-Work initiative. It is designed for high school students who want hands on learning in an occupational area at a worksite along with classroom instruction.

**YO: Youth Options**

11th & 12th grade students are able to enroll in college courses at local colleges, universities, and technical colleges. The course must be something that we do not offer in our district. Fees are paid by the district as long as the student passes their course.

## Testing

**ACT: American College Testing**

A standardized college entrance exam that most colleges & universities require for admission. Students take this test junior year. There are two options; writing and non-writing.

**ACT Aspire:**

Assesses student readiness in grades 9-10 in the areas of English, math, reading, science, and writing.

**Forward Exam:**

Wisconsin's Smarter Balanced Assessment for grades 3-8, 10 (Social Studies only) to measure students' career and college readiness. Students will be assessed in the areas of English Language Arts and Mathematics.

**PSAT: Practice SAT Reasoning Test**

A standardized test that enables students to prepare for the SAT as well as qualify for the National Merit Scholarship Competition. Students must take the PSAT as a junior in order to qualify for the National Merit Scholarship Competition.

**STAR: STAR Benchmark Assessment by Renaissance Learning**

The STAR provides information about student attainment of Reading and Math proficiency to students, parents, and teachers, and information to support curriculum and instructional planning.

## Miscellaneous

**CTE: Career and Technical Education**

Today's cutting-edge, rigorous and relevant career and technical education prepares students for a wide range of high-wage, high-skill, high-demand careers.

**FAFSA: Free Application for Financial Aid**

The application that all senior students and parents must complete in order to apply for any type of government financial aid for higher education.

**IC: Infinite Campus**

The computer program our district uses to house all student and course information.

## General

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world.”

benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance

assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student's work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (Rtl) - Rtl is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student's oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

## Appendix D

### School District of Holmen

### Statutes and Policies Addressing Student Needs

#### American Indian Studies Program

**§115.28(17)(d), Wis Stats.** AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

**§121.02, Wis Stats. School district standards.** (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located **in this state** at least twice in the elementary grades and at least once in the high school grades.

**2005 ASSEMBLY BILL 314 - AN ACT to amend** 118.01 (2) (c) 6. of the statutes; **relating to:** directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

***The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: SECTION 1.***

118.01 (2) (c) 6. of the statutes is amended to read: 118.01 **(2)** (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

#### **CHILDREN AT RISK Standard n** (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8<sup>th</sup> grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

**Children at risk. Standard n – Interventions for Struggling Learners** - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

#### **ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)**

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. [118.30](#) or [121.02 \(1\) \(r\)](#), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must "provide equal educational opportunities by ensuring that necessary programs are available for Limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs."



ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs' language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

**English Language Learners (ELL)** – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

**TALENTED AND GIFTED (TAG)** Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

**Talented and Gifted. Standard t** – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

## INFUSED CURRICULAR AREAS

### COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21<sup>st</sup> Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. ***The vision is “Embracing 21<sup>st</sup> Century Learning for All.”***

#### **Definitions:**

**Digital Literacy** is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21<sup>st</sup> century.

**21<sup>st</sup> Century Skills:** 21<sup>st</sup> Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

**Computer literacy and technology** - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

### DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

**Diversity** – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

### EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin’s 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

**Education for Employment (E4E)** – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

## **Appendix E**

### **School District of Holmen**

### **Resources and References**

Elementary

Middle School

High School