



Plymouth
PUBLIC SCHOOLS
Making dreams come true

SCHOOL COUNSELING CURRICULUM
STANDARDS & BENCHMARKS

Introduction

Professional school counselors share the proud vision of preparing today's students to becoming tomorrow's adults. To that end, school counselors' work to help students focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Plymouth Public Schools has adopted standards and benchmarks for a School Counseling Curriculum including the development of grade level learning outcomes that will provide the necessary framework for implementing the approved standards and benchmarks in the district's middle and high schools.

All district counselors have had opportunities to review and provide input into the development of the grade level learning outcomes contained in the School Counseling Curriculum. This feedback was solicited with the following guidelines and understandings:

- The primary purpose of the Plymouth Public Schools School Counseling Curriculum is to support the academic achievement of all students through developing the academic, career, and personal/social skills and knowledge all students need to succeed in school.
- Grade levels represent the points at which all students should have achieved a specific learning result. Some schools might combine learning results in such a way that students might acquire the skills or knowledge at an earlier grade level.
- Counselors utilize the curriculum learning results in terms of student need and developmental appropriateness.
- As individual schools implement new curriculum, once adopted, they should choose the learning results for their implementation focus that would have the greatest outcome for the achievement of the standards and benchmarks of the School Counseling Curriculum in their school.
- The School Counseling Curriculum (particularly school counseling activities and units) is open to revision and continued development.

The School Counseling Curriculum is organized into three major components:

1. The Plymouth Public Schools Standards and Benchmarks for the School Counseling Curriculum (pages 5-16)
2. Massachusetts Career Development Benchmarks (pages 17-18)
3. Middle School Counseling and High School Curriculum Activities and Units (pages 19-22)

These three components comprise the Plymouth Public Schools School Counseling Curriculum, which focuses on achievement of the counseling standards and benchmarks within the context of the sixth through twelfth grade curriculum continuum. PPS counselors have begun and will continue to work together to identify activities, learning materials, and assessments that will support the implementation of grade level learning.

The absence of a PreK-grade 5 curriculum is indicative of the fact that PPS no longer employs elementary school guidance counselors. In essence, school psychologists function in a dual role at the elementary level as guidance counselor and school psychologist. School psychologists and adjustment counselors are beginning to work on a mental health curriculum, or "toolbox," as part of their professional development. Over time this can be incorporated into, or added to, the School Counseling Curriculum.

Background

The national momentum for standards-based education has elicited an endeavor to provide clarity of content and common elements to school counseling programs. While it is acknowledged that an entire school is responsible for promoting social/emotional health, career/college planning, and strong academic achievement with their entire student body, the *PPS School Counseling Curriculum* is intended to provide vision and clarity to that purpose.

The *PPS Standards and Benchmarks for Comprehensive School Counseling* is based on the ASCA (*American School Counselor Association*) *National Model* and is designed to clarify the mission and vision of the school-counseling program. *The ASCA National Model: A Framework for School Counseling Programs (2004)* was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students' success. *The ASCA National Model* provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, collaboration and systemic change.

The Massachusetts School Counselor Association (MASCA), in collaboration with the Massachusetts Department of Elementary & Secondary Education and the National Center for School Counseling Outcome Research at the University of Massachusetts Amherst used *The ASCA National Model* as a template to create *The Massachusetts Model for Comprehensive School Counseling (2006)*. *The Massachusetts Model for Comprehensive School Counseling* is intended to guide school administrators and counselors in the development of measurably effective school counseling programs and to help counselor education programs to align their curriculum with basic tenets of the model. The Mass Model is intended to benefit students and educational stakeholders by illustrating how school counseling programs are central to the district and school missions while defining the responsibilities and standards for school counseling delivery and evaluation.

The *PPS School Counseling Curriculum* is proud to incorporate the major tenets from both the national model and our state model and it is designed to promote the educational goals and mission of Plymouth Public School District. Certain initiatives of the PPS school-counseling department have been the catalysts for developing the *PPS School Counseling Curriculum*. During the 2006-2007 school year high school guidance counselors utilized professional development in-service time to begin to plan and write a school-counseling curriculum. In May of 2007 the Plymouth South High School Department Chair, Maureen Metta, became a member of the first-ever Massachusetts Model Implementation Institute. In January of 2008, the district funded a new position, a PreK-12 Director of Guidance & Remediation Services. In the summer of 2008, the director and eleven members of the 5-12 guidance/adjustment counseling staff worked together to develop standards and benchmarks and to consolidate the counseling program's existing and new curriculum into a formal document.

The PPS Counseling Department would like to thank ASCA and MASCA for their foresight and leadership in moving the school counseling profession forward into the 21st century. The PPS Counseling Department would also like to thank the Massachusetts Department of Elementary & Secondary Education for its support of school counselors and their role in schools across our state. The PPS Counseling Department would also like to recognize the contributions of the state of Missouri and the Boulder Valley Colorado School District in their development of counseling curriculum standards, benchmarks, activities and units.

The Plymouth Public Schools counseling standards and benchmarks will provide school counselors with a strong vision and a sense of purpose for years to come. The counseling curriculum and its accompanying activities and units will continue to be updated and expanded to include appropriate new interventions in response to emerging student needs. The counseling department also looks forward to continued collaboration with school psychologists and adjustment counselors as they develop their own "toolbox" to provide the best possible services to our students PreK -12.

Plymouth Public School's Guidance Department Mission Statement

"The mission of the Plymouth Public School's Guidance Department is to provide a comprehensive developmental counseling program, addressing the academic, career, and personal/social development of all students. Without regard to race, gender, religion, sexual orientation, handicap or national origin, we encourage all students to develop realistic concepts of themselves, along with an understanding of the educational and career opportunities available to them. Counselors collaborate with teachers, administrators, parents and community resources and agencies to provide the support necessary to ensure that all students maximize their academic achievement and potential. Moreover, we assist school administration in providing a safe and respectful environment that encourages a diverse student body to become life-long, independent, critical thinkers and productive citizens in a changing society."

Plymouth Public Schools School Counseling Curriculum Standards & Benchmarks

Plymouth Public School District's school counseling department follows the ASCA National Standards for students in the three major counseling domains: Academic Development, Career Development and Personal/Social Development.

Legend:

A:A-1.1 = Academic Domain, Standard A, Competency 1, and Indicator 1

I: Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

PURPOSE

Students will envision themselves as capable life-long learners who take advantage of numerous learning opportunities and apply effective study skills to a variety of academic situations. The school-counseling program will provide all students with opportunities to sustain a positive attitude toward learning, set and attain academic goals, and develop and apply effective study skills.

Students in **Grades 6-8** will:

- Develop awareness of learning styles and how they influence school performance
- Demonstrate the motivation to set goals and achieve individual potential
- Maintain a positive interest in learning
- Use time management and organizational skills
- Apply the study skills necessary for academic success at each level
- Recognize the need for and develop strategies for obtaining academic assistance

- Develop an awareness of basic learning styles and which style is personally strongest (auditory, visual, kinesthetic)
- Demonstrate understanding of the importance of effective study skills (e.g., note-taking, test-taking, or task management),
- Know the various resources available for academic assistance, identify when needed, and implement strategies for accessing, as appropriate
- Develop and implement structured routines for organizing and planning school work
- Identify the attitudes and behaviors that lead to successful learning
- Develop an understanding of the difference between internal and external motivation
- Describe how one has used knowledge of basic learning styles to help one's self as a learner
- Apply the study skills that are personally most effective for enhancing academic success
- Evaluate the effectiveness of routines for planning and organizing school work and identify areas for improvement
- Demonstrate understanding of what motivates one's self and set goals that help maintain a positive interest in learning

Students in **Grades 9-12** will:

- Identify attitudes and behaviors that lead to successful learning
- Set high but achievable academic goals
- Refine and apply study skills to enhance success in more rigorous academic course work
- Continue to acquire effective time management, organizational, and study skills necessary for academic success
- Understand their individual learning styles to positively influence academic performance
- Utilize strategies to obtain academic help, including teacher and/or peer assistance, tutoring, and other study skills resources
- Develop self advocacy skills to become successful learners
- Use problem-solving and decision-making skills to enhance academic progress
- Review to-date academic performance and set a goal for improvement
- Identify any attitudes or behaviors that inhibit successful learning and use problem-solving and decision-making skills to respond appropriately

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

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning

- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

PURPOSE

Students will know the variety of options available to them after high school, and how to prepare for and access those opportunities. The school-counseling program will provide all students with knowledge and assistance in developing and implementing an educational plan.

Students in **Grades 6-8** will:

- Address the challenges experienced with the transition to middle school
- Begin to apply goal setting techniques and to identify appropriate strategies
- Select courses with a beginning awareness of long-term educational goals and to maximize academic achievement
- Establish challenging academic goals for middle and high school
- Develop and implement an annual plan of study to maximize academic ability and achievement
- Use decision-making strategies to establish an educational goal and to identify strategies for achieving it
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Apply knowledge of aptitudes and interests to educational goal setting
- Prepare for the transition to high school including exploring high school planning and how it impacts post-secondary options
- Develop an awareness of how educational planning impacts post-secondary options

Students in **Grades 9-12** will:

- Address the challenges experienced with the transition to high school
- Use decision-making skills to establish educational goals and identify strategies for achieving them
- Develop, implement, and modify an appropriate four-year academic plan
- Continue to review and revise personal educational goals with an awareness of the future implications of one's choices
- Demonstrate an understanding of personal educational goals and opportunities, and the importance of keeping a range of options available
- Research information about different colleges and other post-secondary options
- Understand the admissions process for colleges and other post-secondary institutions including academic and testing requirements
- Understand financial aid requirements for colleges and other post-secondary institutions, how to access the various financial aid resources, and how to complete the application process
- Identify post-secondary options consistent with interests, abilities, and academic achievement

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

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

PURPOSE:

Students will understand the relationship of academics to the world of work. All students should have more successful lives if they are able to pursue careers that utilize their best personal qualities, skills, and educational training. The school counseling program will provide all students with knowledge and support in developing the academic and personal skills needed to make effective school to career choices.

Students in **Grades 6-8** will:

- Begin to understand the relationship between educational achievement and career success
- Begin to evaluate one's academic and personal strengths and limitations and how they relate to various career paths
- Understand the importance of taking responsibility and accepting consequences for one's actions
- Recognize the need for a healthy balance of studies, extracurricular activities, work, leisure time and family life

Students in **Grades 9-12** will:

- Demonstrate an understanding of the relationship between educational achievement and career success
- Identify and evaluate one's academic and personal strengths and limitations and how they relate to various career paths
- Demonstrate an understanding of how interests, abilities, and achievement relate to achieving personal, educational, and career goals
- Understand the importance of taking responsibility and accepting consequences for one's actions
- Understand the importance of good work habits, including self-motivation, confidence, and persistence, in both the world of academics and the world of work
- Understand that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life
- Understand the relationship between academic preparation (including extracurricular, volunteer, and work experiences) and career and educational opportunities
- Understand the relationship between various academic decisions and future career and educational opportunities

- Recognize the need for a healthy balance of studies, extracurricular activities, work, leisure time and family life

II: Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

PURPOSE

Students will understand the career opportunities available to them and will acquire the skills, attitudes and knowledge to enable them to make a successful transition from school to the world of work. The school-counseling program will provide all students with knowledge and support in career planning.

Students in **Grades 6-8** will:

- Begin to develop skills to locate, evaluate and interpret career information
- Begin to demonstrate knowledge of career exploration
- Identify personal preferences and interests influencing career choice and success
- Develop an awareness of the dignity of all careers and that all careers are appropriate to any gender or racial/ethnic group
- Develop an awareness of personal abilities, skills, interests, and motivations,
- Develop an understanding of the relationship between academic achievement and career success
- Learn to set goals and make decisions
- Develop an awareness of personal qualities and motivations

Students in **Grades 9-12** will:

- Locate, evaluate, and interpret career information
- Develop and demonstrate knowledge and skills in career planning and decision making
- Access information on job requirements, resume writing and the interview process
- Demonstrate an awareness of equal opportunities and access to traditional and non-traditional occupations in the changing workplace
- Identify personal skills, interests and abilities and match them with career choices and related career clusters
- Learn how to work effectively as a team member

Career Development

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

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

PURPOSE:

Students will identify and develop strategies for successful career planning. The school counseling program will provide all students with the tools, resources and support to assist them in their self-directed career planning.

Students in **Grades 6-8** will:

- Begin to develop and demonstrate knowledge and skills in career planning and decision making
- Begin to actively participate in the career-planning process
- Begin to identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction

- Begin to assess and modify their educational plan to support career goals
- Use the internet to access career planning information

Students in **Grades 9-12** will:

- Develop and demonstrate knowledge and skills in career planning and decision making
- Actively participate in the career-planning process
- Utilize information on job requirements, resume writing and the interview process
- Demonstrate an awareness of equal opportunities and access to traditional and non-traditional occupations in the changing workplace
- Identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Assess and modify their educational plan to support career goals
- Use the internet to access career planning information
- Create and maintain a career-planning portfolio
- Select courses to investigate and/or prepare for career interests
- Apply effective decision-making skills to course selection and career planning

Career Development

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

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

PURPOSE

Students will recognize and develop their personal qualities, attributes and aptitudes for optimal success in their lives and careers. The school counseling program will provide all students with knowledge and support in developing the personal skills and training needed to make effective school to career choices.

Students in **Grades 6-8** will:

- Begin to identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Learn how to work effectively as a team member
- Recognize the connection between academic achievement and career opportunities
- Apply effective decision-making skills to academic and career planning

Students in **Grades 9-12** will:

- Identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Assess and modify their educational plan to support career goals
- Learn and apply academic and employment readiness skills in work-based learning situations such as jobs, internships, or mentoring experiences
- Learn how to work effectively as a team member
- Understand and apply conflict management skills in school and in the workplace
- Recognize the connection between academic achievement and career opportunities
- Apply effective decision-making skills to course selection and career planning
- Understand the importance of good work habits, including self-motivation, confidence, and persistence, in both the world of academics and the world of work
- Understand that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life

III: Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences

- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

PURPOSE

Students will develop the interpersonal skills necessary to responsibly contribute to and effectively function in the community. The school-counseling program will provide all students with the opportunity to develop effective interpersonal skills and a positive attitude towards themselves and others in a diverse learning community.

Students in **Grades 6-8** will:

- Demonstrate respect for others
- Demonstrate a respect and appreciation for individual and cultural differences,
- Identify personal strengths and assets
- Develop effective coping skills for dealing with problems, including learning how to access resources for support
- Develop a respect for alternative points of view,
- Demonstrate effective listening and communication skills
- Understand the need for self-control and how to practice it
- Develop good listening skills
- Develop effective communication skills
- Develop skills in resolving conflicts with peers and adults
- Identify personal strengths and assets
- Develop knowledge and understanding of alternative points of view
- Demonstrate respect for alternative points of view

Students in **Grades 9-12** will:

- Demonstrate respect for others
- Demonstrate an understanding of and an appreciation for the diversity that characterizes our society
- Develop and demonstrate independence, self-confidence, self-advocacy and resiliency as learners and members of society
- Use effective communication skills to express feelings and resolve conflicts
- Develop strategies and techniques for managing anger and stress, including maintaining self-control and accessing appropriate resources for support
- Understand the importance of taking responsibility and accepting consequences for one's actions
- Understand that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life
- Work well with a diverse population and demonstrate the ability to compromise and solve problems in a mutually respectful manner
- Demonstrate effective listening, critical-thinking, and communication skills
- Develop healthy personal and professional relationships

Personal/Social Development

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

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

PURPOSE

Students will have the skills and knowledge necessary to make good decisions, set high goals, and take action to achieve those goals. The school counseling program will provide opportunities for all students to become informed about, practice, and discuss these skills as they apply to the academic, career, and personal/social domains.

Students in **Grades 6-8** will:

- Learn that decisions and choices have consequences
- Use a decision-making and problem-solving model
- Identify short and long-term goals and strategies for achieving them
- Learn the concept of resiliency and the need to adapt to achieve personal goals
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Understand the consequences of decisions and choices

Students in **Grades 9-12** will:

- Develop and apply an effective decision-making and problem-solving model to a variety of situations
- Develop personal awareness of the relationship between personal/social goals, actions, and outcomes
- Describe and reflect on how one's own thoughts or actions have resulted in specific outcomes
- Develop an action plan to set and achieve realistic goals
- Demonstrate effective time management and the ability to finish tasks
- Demonstrate the resiliency and adaptability needed to implement plans effectively

Personal/Social Development

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

PURPOSE

Students will have the skills and knowledge needed to prevent potential physical, personal, and emotional harm to themselves and others. The school-counseling program will build on interpersonal skills as they apply to enhancing personal safety and will also include programs that more specifically promote personal safety.

Students in **Grades 6-8** will:

- Begin to understand how caring and kindness, showing respect, and acting with civility reduces conflict with others
- Differentiate between situations requiring peer support and situations requiring adult or professional assistance
- Begin to demonstrate skills for resisting negative peer pressure and influence
- Develop an understanding of the need for resisting negative peer pressure and influence
- Define bully, victim, and bystander behavior
- Develop personal awareness of one's own behavior as a bully, victim, or bystander
- Identify effective strategies for responding to bullying/harassment as a bully, victim, or bystander
- Identify strategies for seeking assistance when harassed, bullied, or discriminated against at school
- Begin to demonstrate the ability to set boundaries and assert individual rights
- Understand how to set personal boundaries, assert individual rights, and protect personal privacy

Students in **Grades 9-12** will:

- Demonstrate an understanding of the importance of caring for others, including showing respect, kindness and compassion, tolerance, and civility in reducing conflict with others,
- Employ effective skills for resisting negative peer pressure and influence

- Demonstrate the ability to seek assistance when harassed, bullied, or discriminated against at school and within the community
- Demonstrate understanding of the need to set personal boundaries and protect rights and personal privacy in the high school environment
- Continue to distinguish between appropriate and inappropriate physical contact
- Differentiate between situations requiring peer support and situations requiring adult professional help in the high school environment (e.g., substance abuse, mental health, etc.),
- Continue to demonstrate effective skills for resisting negative peer pressure and influence
- Develop knowledge of the expectations for caring for others, showing respect, kindness and compassion, tolerance, and civility at the high school level

Massachusetts Career Development Education (CDE) Benchmarks

The Massachusetts benchmarks are offered as guidelines for establishing career development programs that purposely link career development interventions to learner outcomes. In this way, they establish a common language and direction for CDE data collection, evaluation, and documentation of best practices. They are organized under three domains (academic/technical, personal/social, and workplace readiness) and examine maturity across four developmental levels: elementary, middle school, high school, and postsecondary.

In each career development domain, critical knowledge and skills are addressed. For example, in the academic/technical and workplace readiness development domains, computer skills for accessing information (i.e., information literacy) figure prominently. These skills are considered to be fundamental to reducing the current achievement gap at the high school and postsecondary levels. In the personal/social development domain, there is an emphasis on the development of such inter-personal workplace readiness skills and attitudes as teamwork, sociability, and negotiation.

Table 1: The Three Domains Defined

Academic-Technical	Personal/Social	Workplace Readiness
This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes English language arts, mathematics, foreign languages, the sciences, trades, technology, arts, and social sciences. Learning occurs most often through formalized instruction in classroom settings.	This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, teachers, and through self-exploration.	This domain refers to the development of knowledge, understanding, and skills necessary for navigating the workplace. It focuses on exploration, planning, decision-making, and information literacy and is supported by worked-based learning. Learning occurs most often through goal-oriented and project-based endeavors

Table 2: CDE Guide Benchmarks Summary

	Benchmarks	Competencies
ACADEMIC-TECHNICAL DEVELOPMENT	Learners will develop and demonstrate: A1: 21 st century academic, technical and employability skills for success in school and in the workplace	A1-1: Flexible, higher order thinking skills (e.g., <i>project management, leadership, problem solving</i>)
		A1-2: Technical and technological skills (e.g., <i>blueprint reading and computer software management</i>)
		A1-3: Skills in locating and using information resources for research (e.g., <i>libraries, Internet</i>)
	A2: strong academic, technical, and employability skills for career and life management	A2-1: Communication and literacy skills for self-advocacy and presentation (e.g., <i>college and job interviews</i>)
		A2-2: Mathematical life skills for time and money management
		A2-3: Organizational skills for career and life management
		A2-4: Critical thinking skills to use and evaluate information (e.g., <i>evaluating credit card offers</i>)
		A2-5: Technical literacy for career and life management (e.g., <i>online banking, managing FAFSA online</i>)
	A3: knowledge of how education and work are interrelated and contribute to the economy and society;	A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (e.g., <i>outsourcing, medical research</i>)
		A3-2: Skills in researching and evaluating economic and societal information for career planning and career management
	A4: an appreciation for the relevance of education in their lives (i.e., <i>answering, "Why do I need to know this?"</i>).	A4-1: Knowledge of the benefits of education for career and life management
		A4-2: Knowledge of the benefits of education for personal and professional satisfaction
		A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential
WORKPLACE READINESS DEVELOPMENT	Learners will develop and demonstrate: W1: knowledge and skills in the planning and decision-making process;	W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>)
		W1-2: Knowledge of decision-making as a complex process
		W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>)
		W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests
		W1-5: Skills in establishing and modifying career management tools (e.g., <i>resume, portfolio</i>)
		W1-6: Skills to plan and navigate career transitions
	W2: an exploratory attitude toward self, life and the world of work;	W2-1: Skills and attitudes for developing and maintaining the identity of a learner for life
		W2-2: Knowledge of how and where to access career and labor market information
		W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning
	W3: workplace specific knowledge and skills for employability and career advancement;	W3-1: Knowledge of performance assessments measure learning and productivity
		W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention
		W3-3: Knowledge of risks and rewards of various careers
		W3-4: Knowledge and skills necessary for employment, retention and advancement
		W3-5: Knowledge of the transferability of skills and its value
	W4: an awareness of social and cultural conditions that affect career decision-making and workplace success;	W4-1: Knowledge of the interrelationship of life roles
		W4-2: Skills in managing competing life roles at home, school, work, and in the community
		W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success
	W5: knowledge of all aspects of an industry, service, trade or occupation.	W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations
		W5-2: Knowledge of industries' role in local, national, and global arenas
		W5-3: Skills to locate, understand, evaluate, and use safety information
PERSONAL/SOCIAL DEVELOPMENT	Learners will develop and demonstrate: PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility and self-direction;	PS1-1: Skills in developing and maintaining a clear and positive self-concept (<i>with an increasingly more differentiated and affirmative view of oneself</i>)
		PS1-2: Skills in relating individual learning styles, interests, values, and aptitudes to one's concept of self
		PS1-3: Attitudes and skills for personal responsibility and self-determination
		PS1-4: Skills in applying personal ethics in all settings
	PS2: attitudes, behaviors, and interpersonal skills to work and relate effectively with others;	PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community
		PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work, and in the community
		PS2-3: Knowledge of and respect for individual differences
	PS3: attitudes, behaviors and skills necessary for managing personal and environmental variables that impact career development;	PS3-1: Knowledge and skills in maintaining personal and psychological well-being (e.g., <i>locating information, services, support; stress management skills</i>)
		PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work, and in the community (e.g., <i>postsecondary planning based on financial need; exploring transportation options for summer employment</i>)
	PS4: attitudes, behaviors and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work and in the community).	PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups (e.g., <i>Gay Straight Alliance</i>)
		PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., <i>speaking a second language; seeking balanced representation on group projects</i>)

Naviance College and Career Readiness Scope & Sequence Grades 6-12

6th Grade

Scope & Sequence Activity	Learning Objective(s)	Deadline	Data Points Measured
<p>Introduction to Naviance</p> <ul style="list-style-type: none"> Complete customized survey to assess middle school apprehensions/expectations & knowledge around goal setting, persistence, & their current awareness of their unique talents/strengths (<i>Middle School Entrance Pre-Survey</i>) – to be developed in-house. (~15min) Create 1 SMART Goal (Academic) for 6th grade (~15-20mins) 	<p>Students will:</p> <ul style="list-style-type: none"> learn strategies for making a smooth transition to middle school share any fears/apprehensions they may have regarding transitioning to middle school begin to consider their goals for this year by setting SMART goals for academic and personal/social readiness make a plan for monitoring progress list strategies for persisting establish a support network for helping reach goals 	End of Dec	<ul style="list-style-type: none"> Total Number of Student Visits % Who Set Personal/Social Goals % Who Complete Middle School Entrance Pre-Survey

7th Grade

Scope & Sequence Activity	Learning Objective(s)	Deadline	Data Points Measured
<p>Career Exploration</p> <ul style="list-style-type: none"> Complete Career Cluster Finder Assessment Add at least 2 Career Clusters OR Career Pathways to favorite list Create 1 SMART Goal (Personal/Social) for 7th grade 	<p>Students will:</p> <ul style="list-style-type: none"> deepen their knowledge about career interests learn the importance of setting goals set long term career goal reflect on why this career goal is of important and steps to take to reach that career goal make a plan for persisting and monitoring progress 	End of June	<ul style="list-style-type: none"> Total Number of Student Visits % Who Complete Career Assessment % Who identify careers clusters and/or career pathways of interest % Who Set Academic SMART Goals

8th Grade

Scope & Sequence Activity	Learning Objective(s)	Deadline	Data Points Measured
<p style="text-align: center;">Introduction to Naviance</p> <ul style="list-style-type: none"> • Create 2 SMART goals (Academic & Career) for 8th grade (~15-20mins) 	<p>Students will:</p> <ul style="list-style-type: none"> • begin to consider their goals for this year by setting SMART goals for academic and personal/social readiness • make a plan for monitoring progress • list strategies for persisting • establish a support network for helping reach goals 	<p>End of Dec</p>	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who Set Academic and Career Goals
<p style="text-align: center;">StrengthsExplorer</p> <ul style="list-style-type: none"> • Complete StrengthsExplorer (~10-15min) • Review StrengthsExplorer results and explore career pathways that would be a good fit based on their strengths – <i>Students can add a reflective comment on the task, create a journal entry, or save career/clusters to favorite list</i> (~10-15mins) 	<p>Students will:</p> <ul style="list-style-type: none"> • gain a better understanding of their top three strengths • discover how their strengths relate to various career options • review progress on goals set • learn how to capitalize on their successes and discover what they need to do next to continue building on their strengths 	<p>End of June</p>	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who Met Academic and Personal/Social Goals • % Who Complete Strengths based Assessment • % Who Develop Plans for Maximizing their Strengths • % Who identify career clusters and pathways of interest

9th Grade

Scope & Sequence Activity	Learning Objective(s)	Deadline	Data Points Measured
<p>Introduction to Naviance</p> <ul style="list-style-type: none"> • Create 2 SMART goals (Academic & Personal/Social) for 9th grade and reflect on how their strengths can be used to accomplish their goals • Complete “What’s Your Road” activity via RoadTrip Nation Interview Library and complete reflective survey (if time permits) 	<p>Students will:</p> <ul style="list-style-type: none"> • gain a better understanding of their top three strengths • begin to consider their goals for this year by setting SMART goals for academic and personal/social readiness • make a plan for monitoring progress • list strategies for persisting • learn how to capitalize on their successes and discover what they need to do to continue building on their strengths 	End of June	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who Set Academic and Personal/Social Goals • % Who complete Strengths based assessment

10th Grade

Scope & Sequence Activity	Learning Objective(s)	Deadline	Data Points Measured
<p>Career Exploration</p> <ul style="list-style-type: none"> • Complete Career Interest Profiler Assessment • Add at least 3 careers to favorite list • Review career profiles to gain a better understanding of the preparation required for that career choice 	<p>Students will:</p> <ul style="list-style-type: none"> • deepen their knowledge about career interests • explore careers and post-secondary options that match career interest 	End of June	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who complete career assessment • % Who identify careers of interest

11th Grade

Scope & Sequence Activity	Learning Objective(s)	Deadline	Data Points Measured
Career & Post Secondary Exploration <ul style="list-style-type: none"> • Build Resume <ul style="list-style-type: none"> ○ Option 1: Intro to Khan Academy ○ Option 2: Career Interest Profiler complete or review (if time permits) 	Students will: <ul style="list-style-type: none"> • learn strategies for making a smooth transition to Senior year • share any fears/apprehensions they may have about becoming a senior • understand how to market their skills through a resume 	January	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who complete pre-college mentality survey • % Who intend to attend college after high school graduation • % Who create a resume
Career & Post Secondary Exploration <ul style="list-style-type: none"> • Complete SuperMatch College Search • Add colleges of interest to 'Colleges I'm Thinking About' list • Walk through college application process for next year 	Students will: <ul style="list-style-type: none"> • deepen their knowledge about career interests • explore careers and colleges that match career interest • find the best postsecondary fit • review important details about colleges of interest (admissions requirements, programs, majors, school culture, etc.) • understand how to market their skills through a résumé • learn how a resume can connect to postsecondary options 	End of June	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who identify careers of interest • % Who identify colleges of interest • % Who intend to attend college after high school graduation • % Increase in college knowledge & awareness • % Who report they understand the links between careers, preparation needed, college major and projected income

12th Grade

Lesson	Learning Objective(s)	Deadline	Data Points Measured
Senior Introduction, Review College Application Process, Search for Colleges	Students will: <ul style="list-style-type: none"> • review their school's college application and transcript request process 	End of Dec	<ul style="list-style-type: none"> • Total Number of Student Visits • % Who enter at least one college into their list
Senior Survey	Students will: <ul style="list-style-type: none"> • answer survey questions to help school staff assess how high school went • express their goals and plans after high school 	End of May	<ul style="list-style-type: none"> • Total Number of Student Visits • Number of College Applications per Student • % Who Submit One or More College Applications • % Admitted to One or More Colleges • % Who Intend to Attend College After Graduation • Total Scholarship Dollars Awarded • % Who Complete Senior Survey