

WJHSD Counseling Program ASCA (American School Counselor Association) National Model

In 2003, the American School Counselor Association (ASCA) released its National Model for School Counseling Programs. This publication contains all aspects of developing a data-driven, results-based comprehensive school counseling program and has provided the structure for the West Jefferson Hills School District Counseling Department Program.

The ASCA National Model for School Counseling Programs reflects a comprehensive approach to program foundation, delivery management, and accountability. The model provided the mechanism by which our school counseling team designs, coordinates, implements, manages and evaluates programs for student success. It provides a framework for the program components, the school counselor's role in implementation, and the underlying philosophies of leadership, advocacy and systemic change.

The Thomas Jefferson High School Model provides for three overall domains:

- Academic
- Career
- Personal/Social

Each domain has three standards:

Finally, numerous competencies must be achieved in fulfilling each standard.

Domain I: Academic Development

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

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

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

Domain II: Career Development

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.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
WJHSD Counseling Department Program continued:

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

Domain III: Personal/Social Development

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Academic Domain

Standard A:		Competencies
All students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Students will improve academic self concept by:	<ol style="list-style-type: none"> 1. Articulating feelings of competence and confidence as learners. 2. Displaying a positive interest in learning. 3. Taking pride in work and in achievement. 4. Accepting mistakes as essential to the learning process. 5. Identifying the behaviors which lead to successful learning.
	Students will acquire skills for improving learning by:	<ol style="list-style-type: none"> 6. Applying time management and task management skills. 7. Demonstrating how effort and persistence positively affect learning. 8. Using communication skills to know when and how to ask for help when needed. 9. Applying knowledge of learning styles to positively influence school performance.
	Students will achieve school success by:	<ol style="list-style-type: none"> 10. Taking responsibility for their actions. 11. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. 12. Developing a broad range of interest and abilities. 13. Demonstrating dependability, productively, and initiative. 14. Sharing knowledge.
Standard B:		Competencies
All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Students will improve learning by:	<ol style="list-style-type: none"> 1. Demonstrating the motivation to achieve individual potential. 2. Learning and applying critical thinking skills. 3. Applying the study skills necessary for academic success at each level. 4. Seeking information and support from faculty, staff, family, and peers. 5. Organizing and applying academic information from a variety of sources. 6. Using knowledge of learning styles to positively influence school performance. 7. Becoming self-directed and independent learners. 8. Establishing challenging academic goals in elementary, middle, and high school. 9. Using assessment results in educational planning.
	Students will plan to achieve goals by:	<ol style="list-style-type: none"> 10. Developing and implementing an annual plan of study to maximize academic ability and achievement. 11. Applying knowledge of aptitudes and interests to goal setting. 12. Using problem-solving and decision-making skills to assess progress towards educational goals. 13. Understanding the relationship between classroom performance and success in school. 14. Identifying post-secondary options consistent with interest, achievements, aptitude, and abilities.
Standard C:		Competencies
All students will understand the relationship of academics to the world of work, and to life at home and in the community.	Student will relate school to life experiences by:	<ol style="list-style-type: none"> 1. Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. 2. Seeking co-curricular and community experiences to enhance the school experience. 3. Understanding the relationship between learning and work. 4. Demonstrating an understanding of the value of life-long learning as essential to seeking, obtaining, and maintaining life goals. 5. Understanding that school success is the preparation to make the transition from student to community member. 6. Understanding how school success and academic achievement enhance future career and vocational opportunities.

**West Jefferson Hills School District
Kindergarten – Grade 12
Counseling Program**

System Support

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings: Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Public Relations and Publications:

- School Counseling Department Web Site
- School Counseling Department Publications
- The Program of Studies Book
- The Student Handbook
- Open House and Spring Exhibit
- PTA/PTSO Liaison

Counseling Resource Center:

- School Counseling Resource Center
- Liaison with Parent Volunteers in the Counseling Resource Center

Testing and Training for Staff:

- Standardized Test Administration
- Standardized Testing of Students with Disabilities
- Services for Students with Disabilities (SSD) Liaison for Testing Accommodations on Standardized Tests
- Training of and Testing Staff for Administration of Standardized Tests
- Professional Development Provided to Faculty and Staff by the School Counseling Department

Internal System Support:

- Periodic Review of Student Progress Reports and Report Cards
- Attendance and Tardy Report Maintenance and Contact
- Record Keeping
- Initiation and Coordination of Referral Process for Psychological Evaluations
- School Counseling Department Meetings
- K-12 Program Development
- School Counselor's Own Professional Development
- Letters of Recommendation for Students and School Counseling Interns
- GPA Calculations and Dissemination
- Resource Team Meetings

K-12 School Counseling Program

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Description: Periodic Review of Student Progress Reports and Report Cards

Objectives: None Listed

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|---|---|--------------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [Periodic Review of Student Progress Reports and Report Cards](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> • Taking pride in work and in achievement • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. 	<p>Students will Improve Learning by:</p> <ul style="list-style-type: none"> • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family, and peers. <p>Becoming self-directed and independent learners Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will Develop Career Awareness by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests, and motivations. • Understanding the importance of planning. • Learning to balance work and leisure time. 	<p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> • Selecting coursework that is related to career interests. 	<p>Students will Acquire Knowledge to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> • Identifying personal strengths and assets. 	<p>Students will Apply Self-Knowledge by:</p> <ul style="list-style-type: none"> • Understanding consequences of decisions and choices. • Demonstrating when, where, and how to seek help for solving problems and making decisions. 		PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Attendance and Tardy Report Maintenance and Contact

Counselor monitors excessive tardies and absences to ensure that students will increase attendances and, as a result, academic performance.

Objectives:
Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- | | | |
|---|--|---|
| <input type="checkbox"/> Elementary Level | <input checked="" type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|---|--|---|

Assessment:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input checked="" type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [Attendance and Tardy Report Maintenance](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	ACADEMIC
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	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	PERSONAL / SOCIAL

K-12 School Counseling Program

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Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Initiation Coordination of Referral Process for Psychological Evaluation

Counselor coordinates the distribution of the WJHSD referral packet to teachers, nurse, speech and language building principal, to gather data and present to central office for future psychological evaluation of the student.

Objectives:
Academic: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [Initiation Coordination of Referral Process for Psychological Evaluation](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC				ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [School Counseling Department Meetings](#)

School Counselors meet on a regular basis to discuss delivery to students. Curriculum development and common topics, such as child abuse, reporting confidentiality, and standardized tests are discussed.

Objectives:
Academic: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

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

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Personal/Social Domain:

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Instruction:

- | | | | | |
|---|---|---|---|--|
| <input type="checkbox"/> Cooperative Learning | <input checked="" type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> PA State Standards | <input checked="" type="checkbox"/> Current Publications |

System Support [School Counseling Department Meetings](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings.	PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Letters of Recommendation for Students and School Counseling Intern

Counselors compose letters of recommendation to be included with students' college applications or prospective employee portfolios.

Interviews, individual meetings, student profile Form, and contacts with student intern provide knowledge base for letters of recommendation for scholarships.

Objectives:
Academic: A, B
Career Domain: A, C
Personal/Social Domain: A

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Other
<input type="checkbox"/> Lecture	<input type="checkbox"/> Demonstration(s)	<input type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	
<input type="checkbox"/> Field Trip	<input type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Performance Tasks/Worksheets
<input type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input checked="" type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input checked="" type="checkbox"/> Shadowing
	<input checked="" type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input checked="" type="checkbox"/> Others

Resources:

<input type="checkbox"/> Clerical Support	<input type="checkbox"/> Newsletter Coordinators	<input type="checkbox"/> External Articles	
<input type="checkbox"/> MS Publisher	<input type="checkbox"/> Counselor's Input	<input type="checkbox"/> Counselor Professional Development	
<input type="checkbox"/> Technical Training	<input type="checkbox"/> Website	<input type="checkbox"/> Expertise	
<input type="checkbox"/> Resource Materials	<input checked="" type="checkbox"/> Student Resume	<input checked="" type="checkbox"/> Student Profile Forms	<input checked="" type="checkbox"/> SAT/ACT Scores

System Support [Letters of Recommendation for Students and School Counseling Intern](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC				ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Resource Team Meetings

Counselor works with various team members, which may include the building principal, resource teachers, team teachers, special education teachers, special subject teachers, ESL personnel, to discuss building concerns as well as students' individual concerns.

Objectives:
Academic: A, B, C
Career Domain: B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Cooperative Learning | <input checked="" type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids |
| | | | <input checked="" type="checkbox"/> Other |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|---|--|--|
| <input checked="" type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input checked="" type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input checked="" type="checkbox"/> Community Experience |
| <input checked="" type="checkbox"/> Group Work | <input checked="" type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input checked="" type="checkbox"/> Role-play | <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input checked="" type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles | <input checked="" type="checkbox"/> Parent Conferences |
| <input type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development | |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise | |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Coordination of Schedules | <input checked="" type="checkbox"/> Home School Contact | |

System Support [Resource Team Meetings](#)

ACADEMIC	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	ACADEMIC
	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence as learners. • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Applying knowledge of learning styles to positively influence school performance. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Developing a broad range of interests and abilities. 	<p>Students will Improve Learning by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Applying the study skills necessary for academic success at each level. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals to elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	
	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	
CAREER		<p>Students will Acquire Career Information by:</p> <ul style="list-style-type: none"> • Applying decision-making skills to career planning, source selection, and career transitions. • Identifying personal skills, interests, and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. • Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the duration and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring shadowing and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career-planning portfolio. 	<p>Students will Acquire Knowledge to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Identifying personal preferences and interests that influence career choices and success. • Describing the effect of work on lifestyles. • Understanding that work is an important and satisfying means of personal expression. <p>Students will Apply Skills to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. • Applying academic and employment readiness skills in work based learning situations such as internships, shadowing and mentoring experiences. 	CAREER
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	
PERSONAL / SOCIAL	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identifying personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will Acquire Interpersonal Skills by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences in various family configurations. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 	<p>Students will Apply self-Knowledge by:</p> <ul style="list-style-type: none"> • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing how to apply conflict resolution skills. • Identifying long-and short-term goals. • Identifying alternative ways of achieving goals. • Developing an action plan to set and achieve realistic goals. 	<p>Students will Acquire Personal Safety Skills by:</p> <ul style="list-style-type: none"> • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning how to cope with peer pressure. • Learning techniques for managing stress and conflict. • Learning coping skills for managing life events. 	PERSONAL / SOCIAL

System Support [Liaison with Parent Volunteer in the School Counseling Resource Center \(CRC\)](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings: Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Standardized Test Administration

The counselors are responsible for the ordering organizing and managing, distributing to teacher, and facilitating, in addition to interpreting the results. Career inventories are also included in some assessments.

Objectives:
Academic Domain: A, B
Career Domain: B, C
Personal/Social Domain: A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input type="checkbox"/> Lecture	<input type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Performance Tasks/Worksheets
<input type="checkbox"/> Class Participations	<input checked="" type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input type="checkbox"/> Student Self-Evaluations
<input checked="" type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input checked="" type="checkbox"/> Others

Resources:

<input type="checkbox"/> Clerical Support	<input type="checkbox"/> Newsletter Coordinators	<input type="checkbox"/> External Articles
<input type="checkbox"/> MS Publisher	<input checked="" type="checkbox"/> Counselor's Input	<input checked="" type="checkbox"/> Counselor Professional Development
<input type="checkbox"/> Technical Training	<input type="checkbox"/> Website	<input checked="" type="checkbox"/> Expertise
<input type="checkbox"/> Resource Materials		

System Support [Standardized Test Administration](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Taking pride in work and in achievement. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Learning and applying critical thinking skills. • Organizing and applying academic information from a variety of sources. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER		<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills to career planning, course selection, and career transitions. • Identifying personal skills, interests, and abilities and relating them to current career choices. • Students will <u>Identify Career Goals</u> by: • Assessing and modifying their education plan to support career goals. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying personal strengths and assets. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying long- and short-term goals. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Standardized Testing of Students with Disabilities

The counselors disseminate and help to complete the applications for the standardized testing for students who require services for their disabilities. Proctors time and space are coordinated by the department for the students.

Objectives: Academic Domain: B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Others |

Resources:

- | | | |
|---|--|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [Standardized Testing of Students with Disabilities](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC		<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Organizing and applying academic information from a variety of sources. Becoming self-directed and independent learners. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Using assessment results in educational planning. Applying knowledge of aptitudes and interests to goal setting. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [Services for Students with Disabilities \(SSD\) Liaison for Testing Accommodations on Standardized Tests](#)

The Counseling Department frequently communicates with the Educational Testing Service (SAT) and ACT regarding testing regular and special needs students on standardized tests. School counselor reviews IEP 504 Service Agreements, and conferences with teachers to determine which students require accommodations for testing. The counselor also devises a schedule to meet these needs appropriately.

Objectives:

Academic Domain:	A, B
Career Domain:	A, B, C
Personal/Social Domain:	A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- | | | |
|---|--|---|
| <input type="checkbox"/> Elementary Level | <input checked="" type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|---|--|---|

Assessment:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|--|---|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input type="checkbox"/> Documentation | <input checked="" type="checkbox"/> Learning Support Staff |
| <input checked="" type="checkbox"/> IEP's and 504 Service Agreements | | |

System Support [Services for Students with Disabilities \(SSD\) Liaison for Testing Accommodations on Standardized Tests](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence as learners. • Taking pride in work and in achievement. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using communication skills to know when and how to ask for help when needed. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Seeking information and support from faculty, staff, family and peers. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests, and motivations. • Learning how to set goals. • Understanding the importance of planning. • Students will Develop Employment Readiness by: • Utilize time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Using research and information resources to obtain career information. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Selecting coursework that is related to career interests. 	<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identifying personal strengths and assets. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying long- and short-term goals. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings: Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Training of Testing Staff for Administration of Standardized Tests

Counselors are responsible for the training of testing staff for the various exams as well as any additional training for the staff responsible for testing students with disabilities who receive testing accommodations. Training may be delivered in faculty meetings.

Objectives: Academic Domain: A, B
Career Domain: A

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|--|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Others |

Resources:

- | | | |
|--|---|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Testing Coordinator | <input checked="" type="checkbox"/> Staff Facilitators |
| <input checked="" type="checkbox"/> Administrative Support | | |

System Support [Training of Testing Staff for Administration of Standardized Tests](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self –concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence as learners. • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between classroom performance and success in school. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Understanding the importance of planning. 			CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: Professional Development Provided to Faculty and Staff by the School Counseling Department

Counselors deliver information as needed to the staff on issues concerning students. The information may include the following: Death and Dying, Cutting/Self Harm, Suicide, Pittsburgh Action Against Rape, Letters of Recommendation, Various disabilities, such as Asperger's Syndrome and Tourette's Syndrome. This information may be delivered in Faculty Meetings.

Objectives: None listed

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|---|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input type="checkbox"/> Grant Funding | <input checked="" type="checkbox"/> Planning Handouts |
| <input checked="" type="checkbox"/> Parent Volunteers | <input checked="" type="checkbox"/> Faculty Meeting Presentations | |

System Support [Professional Development Provided to Faculty and Staff by the School Counseling Department](#)

ACADEMIC	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	ACADEMIC
	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence as learners. • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> • Using Communication skills to know when and how to ask for help when needed • Applying knowledge of learning styles to positively influence school performance. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity, and initiative. • Sharing knowledge. 			
	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	
CAREER		<p>Students will Acquire Career Information by:</p> <ul style="list-style-type: none"> • Applying decision-making skills to career planning, source selection, and career transitions. • Identifying personal skills, interests, and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. • Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the duration and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring shadowing and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career-planning portfolio. 		CAREER
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	
PERSONAL / SOCIAL	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identifying personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will Acquire Interpersonal Skills by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences in various family configurations. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 		<p>Students will Acquire Personal Safety Skills by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g. telephone number, home address, emergency contact.) • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. • Learning about the emotional and physical dangers of substance use and abuse. • Learning how to cope with peer pressure. • Learning techniques for managing stress and conflict. • Learning coping skills for managing life events. 	PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [School Counseling Department Newsletter](#)

A publication providing information to parents/students that highlight careers, upcoming counseling events, standardized test dates, scholarship opportunities, and issues affecting the WJHSD community.

Objectives: Academic Domain: C
Career Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Others |

Resources:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Clerical Support | <input checked="" type="checkbox"/> Newsletter Coordinators | <input checked="" type="checkbox"/> External Articles |
| <input checked="" type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input checked="" type="checkbox"/> Technical Training | <input checked="" type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input checked="" type="checkbox"/> Resource Materials | | |

System Support [School Counseling Department Newsletter](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC			<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Understanding that school success is the preparation to make the transition from student to community member. Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Demonstrating knowledge about the changing workplace. Learning about the rights and responsibilities of employers and employees. Learning to respect individual uniqueness in the workplace. Learning how to write a resume. Developing a positive attitude toward work and learning. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. Utilize time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Demonstrating knowledge of the career planning process. Knowing the various ways which occupations can be classified. Using research and information resources to obtain career information. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Understanding the relationship between educational achievement and career success. Explaining how work can help to achieve personal success and satisfaction. Identifying personal preferences and interests that influence career choices and success. Understanding that the changing workplace requires life-long learning and acquiring new skills. Describing the effect of work on lifestyles. Understanding the importance of equity and access in career choice. Understanding that work is an important and satisfying means of personal expression. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings: Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [School Counseling Department Website](#)

The School Counseling Department maintains a current website in order to share any upcoming announcement and important dates and deadlines. All publications produced by the school counseling department used in parent and student meetings are also available on the website. School Counselors will provide an overview of programs and any additional pertinent information so that the public can stay attuned to what is happening with the departments in the various district buildings.

- Objectives:**
- | | |
|-------------------------|---------|
| Academic Domain: | A, B, C |
| Career Domain: | A, B, C |
| Personal/Social Domain: | A, B, C |

Academic Domain:

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

Career Domain:

- 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.
- Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C:** Students will understand their relationship between personal qualities, education training, and the world of work.

Personal/Social Domain:

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

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input checked="" type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Others |

Resources:

- | | | |
|---|---|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input checked="" type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [School Counseling Department Website](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Using communication skills to know when and how to ask for help when needed. • Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity, and initiative. • Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Becoming self-directed and independent learners. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals to elementary, middle and high school. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to set goals. • Understanding the importance of planning. <p>Students will <u>Develop Employment Readiness</u> for:</p> <ul style="list-style-type: none"> • Applying job readiness skills to seek employment opportunities. • Demonstrating knowledge about the changing workplace. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Selecting coursework that is related to career interests. 	<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Distinguishing between appropriate and inappropriate behavior. • Recognizing personal boundaries, rights, and privacy needs. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Understanding consequences of decisions and choices. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Demonstrating a respect and appreciation for individual and cultural differences. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Learning the difference between appropriate and inappropriate physical contact. • Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

System Support [The School Counseling Department Publications](#)

ACADEMIC	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Displaying a positive interest in learning. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Developing a broad range of interests and abilities. • Sharing knowledge. 	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demotrating the motivation to achieve individual potential. • Applying the study skills necessary for academic success at each level. • Organizing and applying academic information from a variety of sources. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Developing avocational interests. • Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Applying job readiness skills to seek employment opportunities. • Demonstrating knowledge about the changing workplace. • Learning how to write a resume. • Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Learning to work cooperatively with others as a team member. 	CAREER
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences and various family configurations. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing how to apply conflict resolution skills. • Demonstrating a respect and appreciation for individual and cultural differences. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact). • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights, and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. • Learning about the emotional and physical dangers of substance use and abuse. • Learning how to cope with peer pressure. • Learning techniques for managing stress and conflict. • Learning coping skills for managing life events. 	PERSONAL / SOCIAL
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [The Program of Studies Book](#)

The Program of Studies Book is designed to assist students and families with the selection of courses and programs available at WJHSD.

Objectives: Academic Domain: B
Career Domain: A, B
Personal/Social Domain: B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|---|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input checked="" type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Others |

Resources:

- | | | |
|---|---|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input checked="" type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [The Program of Studies Book](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC		<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Organizing and applying academic information from a variety of sources. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. 		ACADEMIC
	<ul style="list-style-type: none"> A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. 	<ul style="list-style-type: none"> B. All students will employ strategies to achieve future career success and satisfaction. 	<ul style="list-style-type: none"> C. All students will understand the relationship among personal qualities, education and training, and the world of work. 	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing skills to locate, evaluate, and interpret career information. Understanding the importance of planning. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Applying decision-making skills to career planning, course selection, and career transitions. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Selecting coursework that is related to career interests. 		CAREER
	<ul style="list-style-type: none"> A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. 	<ul style="list-style-type: none"> B. All students will make decisions, set goals, and take necessary action to achieve goals. 	<ul style="list-style-type: none"> C. All students will understand safety and survival skills. 	
PERSONAL / SOCIAL		<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Identifying long- and short-term goals. Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [The Student Academic Handbook](#)

The School Counseling portion of the student handbook outlines the School Counseling Program graduation requirements, details pertaining to the graduation project, letters of recommendation, standardized testing, and student withdrawal or transfer information. Counselors collaborate with principals and administration to create a comprehensive document to explain in detail, the policies and procedures of each school.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|---|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- | | | |
|---|--|---|
| <input type="checkbox"/> Elementary Level | <input checked="" type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|---|--|---|

Assessment:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|--|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input checked="" type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [The Student Academic Handbook](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Demonstrating how effort and persistence positively affect learning. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating dependability, productivity, and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Applying the study skills necessary for academic success at each level. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. Understanding the relationship between learning and work. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing skills to locate, evaluate, and interpret career information. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Acquiring employability skills such as working on a team, problem solving, and organizational skills. Developing a positive attitude toward work and learning. Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Using research and information resources to obtain career information. Learning to use the Internet to access career planning information. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Explaining how work can help to achieve personal success and satisfaction. Understanding that work is an important and satisfying means of personal expression. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Learning the goal setting process. Distinguishing between appropriate and inappropriate behaviors. Recognizing personal boundaries, rights, and privacy needs. Understanding the need for self-control and how to practice it. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Identifying long- and short-term goals. Identifying alternative ways of achieving goals. Using persistence and perseverance in acquiring knowledge and skills. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact.) Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. Learning the difference between appropriate and inappropriate physical contact. Demonstrating the ability to assert boundaries, rights, and personal privacy. Differentiating between situations requiring peer support and situations requiring adult professional help. Identifying resource people in the school and community and knowing how to seek their help. Applying effective problem-solving and decision-making skills to make safe and healthy choices. Learning techniques for managing stress and conflict. 	PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings: Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: [Open House and Spring Exhibits](#)

Counselors assist with the implementation of Open House and Spring Exhibits and are available for parent consultation and support throughout the event. Counselors are available to meet with students and parents during these activities to discuss academic, social, and/or vocational issues as needed.

Objectives:
Academic Domain: A, B
Career Domain: A, C
Personal/Social Domain: A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [Open House and Spring Exhibit](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Displaying a positive interest in learning. • Taking pride in work and in achievement. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how effort and persistence positively affect learning. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Seeking information and support from faculty, staff, family and peers. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Understanding the relationship between classroom performance and success in school. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills. 		<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Explaining how work can help to achieve personal success and satisfaction. • Understanding that work is an important and satisfying means of personal expression. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Learning the goal setting process. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying alternative solutions to a problem. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: PTA

Counselors will correspond and communicate with members of the PTA and attend meetings in order to meet overall student needs.
Counselor communicates PTA needs and requests with staff, as necessary.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [PTA](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings: Public Relations/Publications, Counseling, Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	PERSONAL / SOCIAL

K-12 School Counseling Program

System Support: Although the aspects of the West Jefferson Hills School Counseling Program, which fall under the auspices of System Support, ostensibly do not have a direct impact on the students, the program simply could not be successfully delivered without vital behind the scenes components, organized under four sub-headings:

Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff and Internal System Support.

Description: School Counseling Resource Center (CRC) Maintenance of Resources

A counselor coordinates the maintenance of student resources materials in the School Counseling Resource Center. Materials include career information, college, and other past secondary applications and resource books scholarship and financial aid resources, summer opportunities and Internet resources. In addition, a variety of materials regarding basic educational principals and personal/social aspects of school success are also available. School counselors manage and maintain resources for use by students, parents and staff to foster an understanding of student needs.

Objectives: Academic Domain: B
 Career Domain: B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|--|---|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Elementary Level | <input type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|---|---------------------------------------|---|

Assessment:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|---|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input checked="" type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | | |

System Support [School Counseling Resource Center \(CRC\) Maintenance of Resources](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	Although the aspects of the WJHSD Counseling Program, which fall under the auspices of System Support ostensibly, do not have a direct impact on the students, the Program simply could not be successfully delivered without these vital, behind-the-scenes components, organized under four sub-headings. Public Relations/Publications, Counseling Resource Center (CRC), Testing and Training for Staff, and Internal System Support.	PERSONAL / SOCIAL

CURRICULUM

Curriculum: comprised of activities, which are available to each and every student enrolled. According to Gysbers & Henderson, “An organized sequential curriculum typically consists of student competencies ... presented systematically chosen to fit the needs of students, schools, and the community” (69).

- The Course Selection Process
- The Graduation Project
- Service Project Coordination
- Transition Planning
- Individual and Group Class Meetings (Student Meetings and corresponding evening Parent Meetings)
- The Joint College Fair
- The NACAC College Fair
- Financial Aid Resources
- The Student Profile
- The eDiscover Program
- Student Conflict Resolution Training
- Community-Based Learning
- School Guidance Classroom Units
 - Introduction to Guidance Services Classroom Unit
 - Academic Support Classroom Units
 - Safety and Decision-making Classroom Units
 - Goal-setting and Decision-making Classroom Units
 - Career Awareness Classroom Units
 - Education on Understanding Self and Others Classroom Units
 - Communication Classroom Units
 - Substance Abuse Education Classroom Units
 - Multicultural/Diversity Awareness Classroom Units

Curriculum - K-12 School Counseling Program

Curriculum: [The Course Selection Process](#)

Description:

Counselors guide students in choosing appropriate, informed, and responsible courses in meeting students' academic needs. Students will receive an appropriate schedule based upon student-communicated needs, abilities, and placement needs at the high school level – graduation requirements. Counselors resolve conflicts with schedules, maintain credits and initiate summer school.

Objectives:

Academic Domain: A
Career Domain: A, B, C
Personal/Social Domain: B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids |
| | | | <input checked="" type="checkbox"/> Other |

Instructional Level of Delivery:

- | | | |
|---|--|---|
| <input type="checkbox"/> Elementary Level | <input checked="" type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|---|--|---|

Assessment:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input checked="" type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Others |

Resources:

- | | | |
|--|---|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input checked="" type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Student Handbook | <input checked="" type="checkbox"/> Verification Reports |
| <input checked="" type="checkbox"/> Handouts | <input checked="" type="checkbox"/> Parent Consultation | |

Curriculum: The Course Selection Process

	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	
<p>ACADEMIC</p>	<p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Developing a broad range of interests and abilities. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Learning and applying critical thinking skills. Organizing and applying academic information from a variety of sources. Using knowledge of learning styles to positively influence school performance. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Establishing challenging academic goals in elementary, middle and high school. Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Understanding the relationship between classroom performance and success in school. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 		<p>ACADEMIC</p>
	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	
<p>CAREER</p>	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Learning to make decisions. Learning how to set goals. Understanding the importance of planning. 	<p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Understanding the relationship between educational achievement and career success. Identifying personal preferences and interests that influence career choices and success. Understanding that the changing workplace requires life-long learning and acquiring new skills. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	<p>CAREER</p>
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	
<p>PERSONAL / SOCIAL</p>		<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Demonstrating when, where, and how to seek help for solving problems and making decisions. Knowing when peer pressure is influencing a decision. Identifying long- and short-term goals. Identifying alternative ways of achieving goals. Developing an action plan to set and achieve realistic goals. 		<p>PERSONAL / SOCIAL</p>

Curriculum - K-12 School Counseling Program

Curriculum: [The Graduation Project](#)

Description: Students are required to complete a state mandated Graduation Project in order to graduate.

Objectives: Academic Domain: A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input checked="" type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Graduation Project Handout | |

Curriculum [The Graduation Project](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how effort and persistence positively affect learning. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Demonstrating dependability, productivity, and initiative. • Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [Service Project Coordination](#)

Description: Via planned instruction and activities, students will learn and experience the benefits of community service in developing into good citizens in a global community. Counselors also organize, coordinate and support the organization through the year.

Objectives: Academic Domain: A, B, C
Career Domain: A, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input type="checkbox"/> Lecture	<input type="checkbox"/> Demonstration(s)	<input type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Field Trip	<input type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input checked="" type="checkbox"/> Community Experience
<input checked="" type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input type="checkbox"/> Interviews	<input type="checkbox"/> Checklists	<input type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input checked="" type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input checked="" type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources:

<input type="checkbox"/> Clerical Support	<input type="checkbox"/> Newsletter Coordinators	<input type="checkbox"/> External Articles
<input type="checkbox"/> MS Publisher	<input type="checkbox"/> Counselor's Input	<input type="checkbox"/> Counselor Professional Development
<input type="checkbox"/> Technical Training	<input type="checkbox"/> Website	<input type="checkbox"/> Expertise
<input type="checkbox"/> Resource Materials	<input checked="" type="checkbox"/> Handouts	<input checked="" type="checkbox"/> Class Time

Curriculum Service Project Coordination

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Taking pride in work and in achievement. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity, and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Seeking information and support from faculty, staff, family and peers. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Seeking co-curricular and community experiences to enhance the school experience. • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to interact and work cooperatively in teams. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 		<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences and various family configurations. • Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Demonstrating a respect and appreciation for individual and cultural differences. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights, and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Learning how to cope with peer pressure. 	PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [Transition Planning](#)

Description: Transition Planning encompasses counseling activities engaged in for the purpose of assisting and supporting students in moving from one educational level to the next; i.e., Kindergarten Orientation, Fifth Grade Move, the Eighth Grade Meeting.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Field Trip	<input type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input checked="" type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input checked="" type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources:

<input type="checkbox"/> Clerical Support	<input type="checkbox"/> Newsletter Coordinators	<input type="checkbox"/> External Articles
<input type="checkbox"/> MS Publisher	<input type="checkbox"/> Counselor's Input	<input type="checkbox"/> Counselor Professional Development
<input type="checkbox"/> Technical Training	<input type="checkbox"/> Website	<input type="checkbox"/> Expertise
<input type="checkbox"/> Resource Materials	<input checked="" type="checkbox"/> Parent Meetings	<input checked="" type="checkbox"/> Teacher Support
<input checked="" type="checkbox"/> Phone Calls	<input checked="" type="checkbox"/> E-mails	

Curriculum **Transition Planning**

ACADEMIC	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	ACADEMIC
	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. • Applying knowledge of leaning styles to positively influence school performance. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity, and initiative. • Sharing knowledge. 	<p>Students will Improve Learning by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience. • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	
CAREER	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	CAREER
	<p>Students will Develop Career Awareness by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to interact and work cooperatively in teams. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Developing avocational interests. • Learning to balance work and leisure time. <p>Students will Develop Employment Readiness by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Applying job readiness skills to seek employment opportunities. • Demonstrating knowledge about the changing workplace. • Learning about the rights and responsibilities of employers and employees. • Learning to respect individual uniqueness in the workplace. • Learning how to write a resume. • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills. 	<p>Students will Acquire Career Information by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. • Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will Acquire Knowledge to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. • Understanding that the changing workplace requires life-long learning and acquiring new skills. • Describing the effect of work on lifestyles. • Understanding the importance of equity and access in career choice. • Understanding that work is an important and satisfying means of personal expression. <p>Students will Apply Skills to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	
PERSONAL / SOCIAL	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	PERSONAL / SOCIAL
	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will Acquire Interpersonal Skills by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences and various family configurations. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 	<p>Students will Apply Self-Knowledge by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing how to apply conflict resolution skills. • Demonstrating a respect and appreciation for individual and cultural differences. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will Acquire Personal Safety Skills by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact.) • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights, and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. • Learning about the emotional and physical dangers of substance use and abuse. • Learning how to cope with peer pressure. • Learning techniques for managing stress and conflict. • Learning coping skills for managing life events. 	

Curriculum - K-12 School Counseling Program

Curriculum: Individual and Group Class Meetings (Student Meetings and corresponding evening Parent Meetings)

Description: In order to facilitate transitions, the counselors conduct various individual and group student meetings and individual and group evening parent meetings. Students have the opportunity to receive the information necessary for the successful negotiation of the school years. Meetings include, but are not limited to Open House, Spring Exhibit, Fifth Level Move Up, Eighth Level Move Up and Parent Meetings; The Learning Support Parent Meeting, Junior Meeting and Parent Meeting; Senior Meeting and Parent Meeting; Financial Aid Night; The College Fair, etc.

Objectives: Academic Domain: A, B, C
 Career Domain: A, B, C
 Personal/Social Domain: A, B, C

Academic Domain:

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

Career Domain:

- 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.
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Standard C: Students will understand their relationship between personal qualities, education training, and the world of work.

Personal/Social Domain:

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

Instruction:

- | | | | | |
|--|--|--|---|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input checked="" type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input checked="" type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> Teacher Support | <input type="checkbox"/> Newsletter Coordinators | <input checked="" type="checkbox"/> Communication School to Home | <input checked="" type="checkbox"/> Parent Meetings |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development | <input checked="" type="checkbox"/> E-mails |
| <input checked="" type="checkbox"/> Technical Support | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise | <input checked="" type="checkbox"/> Phone Calls |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Program of Studies Book | <input checked="" type="checkbox"/> Course Selection Meetings & Presentations | |

Curriculum [Individual and Group Class Meetings \(Student Meetings and corresponding evening Parent Meetings\)](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. Displaying a positive interest in learning. Taking pride in work and in achievement. Accepting mistakes as essential to the learning process. Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Demonstrating how effort and persistence positively affect learning. Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. Developing a broad range of interests and abilities. Demonstrating dependability, productivity, and initiative. Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Learning and applying critical thinking skills. Applying the study skills necessary for academic success at each level. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Establishing challenging academic goals in elementary, middle and high school. Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Understanding the relationship between classroom performance and success in school. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. Seeking co-curricular and community experiences to enhance the school experience. Understanding the relationship between learning and work. Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. Understanding that school success is the preparation to make the transition from student to community member. Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing skills to locate, evaluate, and interpret career information. Developing an awareness of personal abilities, skills, interests and motivations. Learning how to interact and work cooperatively in teams. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Pursuing and developing competency in areas of interest. Developing avocational interests. Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Acquiring employability skills such as working on a team, problem solving, and organizational skills. Demonstrating knowledge about the changing workplace. Learning how to write a resume. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. Developing a positive attitude toward work and learning. Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Applying decision-making skills o career planning course selection, and career transitions. Identifying personal skills, interests and abilities and relating them to current career choices. Demonstrating knowledge of the career planning process. Using research and information resources to obtain career information. Learning to use the Internet to access career planning information. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Understanding the relationship between educational achievement and career success. Explaining how work can help to achieve personal success and satisfaction. Identifying personal preferences and interests that influence career choices and success. Understanding the importance of equity and access in career choice. Understanding that work is an important and satisfying means of personal expression. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Learning the goal setting process. Understanding change as a part of growth. Identifying and expressing feelings. Distinguishing between appropriate and inappropriate behaviors. Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Demonstrating when, where, and how to seek help for solving problems and making decisions. Knowing when peer pressure is influencing a decision. Identifying long- and short-term goals. Identifying alternative ways of achieving goals. Using persistence and perseverance in acquiring knowledge and skills. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [The College Fair](#)

Description: Students can attend a college fair. More than 100 colleges and universities annually attend to recruit students from the three school districts. The location of the college fair rotates each year so each school district shares equally in the hosting duties. Students and parents have the opportunity to approach and access post-secondary resources. Families have direct access and individual involvement with colleges, universities, the military, and trade and technical schools.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|---|---|--------------------------------------|--|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counseling Department Staff |
| <input checked="" type="checkbox"/> Technical Support | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> Resources for Hospitality Suite |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Facilities | <input checked="" type="checkbox"/> College Representative Participation |
| <input checked="" type="checkbox"/> Signage and Advertising | <input checked="" type="checkbox"/> Custodial Staff Support | <input checked="" type="checkbox"/> Public Relations |

Curriculum [The College Fair](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Taking pride in work and in achievement. 	<p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Developing avocational interests. • Learning to balance work and leisure time. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying alternative solutions to a problem. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

Curriculum ~ K-12 School Counseling Program

Curriculum: [The \(National Association of College Admissions Counselors\) NACAC College Fair](#)

Description: Junior students are informed about and encouraged to attend the annual (National Association of College Admissions Counselors) NACAC College Fair held in downtown Pittsburgh. Students and parents have the opportunity to approach post-secondary resources. Families have direct access and individual involvement with colleges, universities, the military, and trade and technical schools. The Pittsburgh NACAC, held every February at the David L. Lawrence Convention Center, is the single largest national college fair in the country.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|---|---|--------------------------------------|--|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|---|--|--|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Department Staff Support |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Clerical Support | <input checked="" type="checkbox"/> College Representative Participation |
| <input checked="" type="checkbox"/> Signage and Advertising | <input checked="" type="checkbox"/> Public Relations | <input checked="" type="checkbox"/> Administrative Support |
| <input checked="" type="checkbox"/> Approval for Student Attendance at the College Fair | | |

Curriculum [The \(National Association of College Admissions Counselors\) NACAC College Fair](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Seeking information and support from faculty, staff, family and peers. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Identifying personal preferences and interests that influence career choices and success. • Understanding that the changing workplace requires life-long learning and acquiring new skills. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL		<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [Financial Aid Resources](#)

Description: Counselors disseminate information regarding the Free Application for Federal Student Aid (FAFSA), scholarship opportunities, and other financial aid programs. The High School Counseling Department hosts an annual Financial Aid Night to assist students and their families through the financial aid process.

Objectives: Academic Domain: C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|---|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|--|--|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input type="checkbox"/> MS Publisher | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input type="checkbox"/> Technical Training | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input type="checkbox"/> Resource Materials | <input checked="" type="checkbox"/> Financial Aid Night | <input checked="" type="checkbox"/> Facilities |
| <input checked="" type="checkbox"/> Counselor Availability | <input checked="" type="checkbox"/> FAFSA & Other Govt. Information | <input checked="" type="checkbox"/> Web sites |
| <input checked="" type="checkbox"/> Scholarship List | <input checked="" type="checkbox"/> Counselors' Own Professional Development and Expertise | |

Curriculum [Financial Aid Resources](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC			<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [The Student Profile](#)

Description: The counselor receives an adequately completed form from each student.

Objectives: Academic Domain C
Career Domain B, C
Personal/Social Domain A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other; <u>Quiet Reflection</u> |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Elementary Level | <input type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|---|---------------------------------------|---|

Assessment:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|--|--|---|
| <input type="checkbox"/> Clerical Support | <input type="checkbox"/> Newsletter Coordinators | <input type="checkbox"/> External Articles |
| <input checked="" type="checkbox"/> Individual Student Meetings | <input type="checkbox"/> Counselor's Input | <input type="checkbox"/> Counselor Professional Development |
| <input checked="" type="checkbox"/> Student Profile Form | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input checked="" type="checkbox"/> Junior and Senior Meetings (and corresponding evening Parent Meetings) | | |

Curriculum [The Student Profile](#)

ACADEMI	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience. • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMI
	CAREER	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p> <p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. • Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	
PERSONAL / SOCIAL		<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>
	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences and various family configurations. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing how to apply conflict resolution skills. • Demonstrating a respect and appreciation for individual and cultural differences. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 		

Curriculum - K-12 School Counseling Program

Curriculum: [The eDiscover Program](#)

Description: eDiscover is an electronic program which is purchased by the School District. It provides a means to search for careers and post-secondary educational options. Student involvement with the program is assessed by Student Usage Administrative Reports, feedback from students and parents, documentation and other printouts, and counselor verification that the program is operating as it should.

Objectives: Academic Domain A, B, C
Career Domain A, B, C
Personal/Social Domain A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input type="checkbox"/> Class Participations	<input checked="" type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input type="checkbox"/> Group Work	<input checked="" type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources:

<input checked="" type="checkbox"/> Technical Support	<input checked="" type="checkbox"/> WJHSD HS Technology	<input checked="" type="checkbox"/> Internet Access
<input checked="" type="checkbox"/> Software Updates	<input checked="" type="checkbox"/> Counselor Coordinator/eDiscover Liaison	<input checked="" type="checkbox"/> Computers
<input checked="" type="checkbox"/> Public Relations	<input checked="" type="checkbox"/> Student Personal Accounts	<input checked="" type="checkbox"/> Parent Volunteers
<input checked="" type="checkbox"/> Means of Presenting/Publicizing the Program		<input checked="" type="checkbox"/> Funding

Curriculum [The eDiscover Program](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Developing a broad range of interests and abilities. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Becoming self-directed and independent learners. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between learning and work. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Developing avocational interests. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Applying job readiness skills to seek employment opportunities. • Demonstrating knowledge about the changing workplace. • Learning how to write a resume. • Developing a positive attitude toward work and learning. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. • Understanding that the changing workplace requires life-long learning and acquiring new skills. • Describing the effect of work on lifestyles. • Understanding the importance of equity and access in career choice. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Identifying personal strengths and assets. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Identifying alternative solutions to a problem. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: Community-Based Learning

Description: An experiential learning activity for seniors to provide students with first-hand experience in an identified workplace. Student completes weekly reports on learning experiences. Counselor Coordinator/Site Supervisor concurs that significant learning is taking place.

Objectives: Academic Domain A, B, C
 Career Domain A, B, C
 Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input checked="" type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input checked="" type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input checked="" type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input checked="" type="checkbox"/> Shadowing/Community Experiences
	<input type="checkbox"/> Anecdotal Records	<input checked="" type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources:

<input checked="" type="checkbox"/> Homeroom Lists	<input checked="" type="checkbox"/> Registrar	<input type="checkbox"/> External Articles
<input checked="" type="checkbox"/> Potential Site Resources	<input checked="" type="checkbox"/> MMS Scheduler	<input type="checkbox"/> Counselor Professional Development
<input checked="" type="checkbox"/> Willingness of Site Mentors	<input type="checkbox"/> Website	<input type="checkbox"/> Expertise
<input checked="" type="checkbox"/> Forms/Paperwork		

Curriculum Community-Based Learning

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Demonstrating dependability, productivity, and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Using problem-solving and decision-making skills to assess progress towards educational goals. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to interact and work cooperatively in teams. • Learning to make decisions. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Learning to work cooperatively with others as a team member. • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing, accepting, respecting, and appreciating individual differences. • Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying alternative solutions to a problem. • Using persistence and perseverance in acquiring knowledge and skills. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: Introduction to Guidance Services Unit

Description: Students are introduced to basic guidance services, when, and how to use them. Via a planned and organized curriculum, students will become familiar with building procedures, discipline code, and student expectations.

Objectives: Academic Domain A, B
 Career Domain A, C
 Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input checked="" type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input checked="" type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources:

<input checked="" type="checkbox"/> Role-play Scripts	<input checked="" type="checkbox"/> Lesson Plans	<input type="checkbox"/> External Articles
<input checked="" type="checkbox"/> Class Time	<input type="checkbox"/> Counselor's Input	<input type="checkbox"/> Counselor Professional Development
<input checked="" type="checkbox"/> Facilities/Space	<input type="checkbox"/> Website	<input type="checkbox"/> Expertise
<input checked="" type="checkbox"/> Counselor's Own Professional Development and Expertise		<input checked="" type="checkbox"/> Worksheets, Handouts and Other Curricular Material

Curriculum [Introduction to Guidance Services Unit](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions Demonstrating dependability, productivity, and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Seeking information and support from faculty, staff, family and peers. Becoming self-directed and independent learners. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Learning how to interact and work cooperatively in teams. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Learning how to write a resume. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 		<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Explaining how work can help to achieve personal success and satisfaction. Understanding that work is an important and satisfying means of personal expression. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Learning how to use conflict management skills with peers and adults. Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Learning the goal setting process. Understanding change as a part of growth. Identifying and expressing feelings. Distinguishing between appropriate and inappropriate behaviors. Recognizing personal boundaries, rights, and privacy needs. Understanding the need for self-control and how to practice it. Demonstrating cooperative behavior in groups. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Recognizing that everyone has rights and responsibilities, including family and friends. Respecting alternative points of view. Recognizing, accepting, respecting, and appreciating individual differences. Recognizing, accepting, and appreciating ethnic and cultural diversity. Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Identifying alternative solutions to a problem. Developing effective coping skills for dealing with problems. Demonstrating when, where, and how to seek help for solving problems and making decisions. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact.) Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. Learning the difference between appropriate and inappropriate physical contact. Demonstrating the ability to assert boundaries, rights, and personal privacy. Differentiating between situations requiring peer support and situations requiring adult professional help. Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [Academic Support Classroom Units](#)

Description: Students receive instruction to assist them in being academically successful. Instruction to include organizational skills, study skills, and test-taking skills via the Study Skills/Motivation Units, the Perseverance/Patience Unit, the Time Management Unit, and the Test Taking Skills Unit. Students are equipped with the knowledge and skills to make schedules, organize materials, and function optimally within academic, extracurricular, and social arenas.

Objectives: Academic Domain A, B, C
Career Domain A, B, C
Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input checked="" type="checkbox"/> Peer Teaching	<input checked="" type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input checked="" type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input checked="" type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources:

<input checked="" type="checkbox"/> Facilities/Space	<input checked="" type="checkbox"/> Class Time	<input checked="" type="checkbox"/> Counseling Resources (videos, books, etc.)
<input checked="" type="checkbox"/> Lesson Plans	<input checked="" type="checkbox"/> Counselor-made Games	<input type="checkbox"/> Counselor Professional Development
<input checked="" type="checkbox"/> Counselors Own Professional Development and Expertise		<input type="checkbox"/> Expertise
<input checked="" type="checkbox"/> Worksheets, Handouts, and Other Curricular Materials		

Curriculum [Academic Support Classroom Units](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using communication skills to know when and how to ask for help when needed. • Applying knowledge of leaning styles to positively influence school performance. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating dependability, productivity, and initiative. 	<p>Students will Improve Learning by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will Develop Career Awareness by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Learning to balance work and leisure time. <p>Students will Develop Employment Readiness by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills. 	<p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. 	<p>Students will Acquire Knowledge to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Describing the effect of work on lifestyles. <p>Students will Apply Skills to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Identifying and discussing changing personal and social roles. <p>Students will Acquire Interpersonal Skills by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Recognizing, accepting, respecting, and appreciating individual differences. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will Apply Self-Knowledge by:</p> <ul style="list-style-type: none"> • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will Acquire Personal Safety Skills by:</p> <ul style="list-style-type: none"> • Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

Curriculum - K-12 School Counseling Program

Curriculum: [Goal-setting and Decision-making Classroom Units](#)

Description: Students will learn a concrete process to use when setting goals and making decisions about common life situations. Via a planned and organized curriculum students will focus on making informed and appropriate decisions.

Objectives:
Academic Domain A, B, C
Career Domain A, B, C
Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|--|--|---|-----------------------------------|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input checked="" type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input checked="" type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input checked="" type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Facilities/Space | <input checked="" type="checkbox"/> Class Time | <input type="checkbox"/> External Articles |
| <input checked="" type="checkbox"/> Counselor-made Games | <input type="checkbox"/> Counselor's Input | <input checked="" type="checkbox"/> Counselor Own Professional Development & Expertise |
| <input checked="" type="checkbox"/> Lesson Plans | <input type="checkbox"/> Website | <input type="checkbox"/> Expertise |
| <input checked="" type="checkbox"/> Worksheets, Handouts, and other Curricular Materials | | |
| <input checked="" type="checkbox"/> Counseling Resources (videos, books, etc.) | | |

Curriculum Goal-setting and Decision-making Classroom Units

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. • Taking pride in work and in achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity, and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying critical thinking skills. • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. • Becoming self-directed and independent learners. <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to interact and work cooperatively in teams. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Identifying personal strengths and assets. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Applying effective problem-solving and decision-making skills to make safe and healthy choices. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Curriculum: [Career Awareness Classroom Units](#)

Description: Students will engage in various career exploration and career planning activities to include an introduction to and exploration of the world of work. Via a planned and organized curriculum students will acquire knowledge about various careers. All students have various opportunities for exposure to different careers throughout the K-12 Counseling Program, these opportunities include, but are not limited to career days, career fairs, and Career Clusters career fairs.

Objectives: Academic Domain A, B, C
Career Domain A, B, C
Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input checked="" type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input checked="" type="checkbox"/> Research Projects	<input checked="" type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input checked="" type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input checked="" type="checkbox"/> Shadowing/Community Experience
<input checked="" type="checkbox"/> Group Work	<input checked="" type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input checked="" type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input checked="" type="checkbox"/> Speeches	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input checked="" type="checkbox"/> Simulations
<input type="checkbox"/> Rubics	<input checked="" type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	
	<input checked="" type="checkbox"/> Anecdotal Records	<input checked="" type="checkbox"/> Diary/Journals	<input checked="" type="checkbox"/> Other – <u>Lab Experiences</u>

Resources: PHEAA packet resources/curriculum; Guest Speakers, Worksheets, handouts and other curricular materials; Counseling resources (videos, books, etc.), Counselors own professional development and expertise; Lesson plans; Counselor-made games; Facilities/space; Class time; Outside resources; Teacher support; PLAN test results; PSAT test results; eDiscover program; South Hills Career Clusters Consortium; Counselor scheduling and coordination of programs.

Curriculum **Career Awareness Classroom Units**

	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	
<p>ACADEMIC</p>	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Displaying a positive interest in learning. • Taking pride in work and achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. • Applying knowledge of learning styles to positively influence school performance. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Sharing knowledge. 	<p>Students will Improve Learning by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	<p>ACADEMIC</p>
	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	
<p>CAREER</p>	<p>Students will Develop Career Awareness by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to interact and work cooperatively in teams. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Developing avocational interests. • Learning to balance work and leisure time. <p>Students will Develop Employment Readiness by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Applying job readiness skills to seek employment opportunities. • Demonstrating knowledge about the changing workplace. • Learning about the rights and responsibilities of employers • Learning to respect individual uniqueness in the workplace. • Learning how to write a resume. • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills 	<p>Students will Acquire Career Information by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. • Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will Acquire Knowledge to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. • Understanding that the changing workplace requires life-long learning and acquiring new skills. • Describing the effect of work on lifestyles. • Understanding the importance of equity and access in career choice. • Understanding that work is an important and satisfying means of personal expression. <p>Students will Apply Skills to Achieve Career Goals by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	<p>CAREER</p>
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	
<p>PERSONAL / SOCIAL</p>	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will Acquire Interpersonal Skills by:</p> <ul style="list-style-type: none"> • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will Apply Self-Knowledge by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will Acquire Personal Safety Skills by:</p> <ul style="list-style-type: none"> • Identifying resource people in the school and community and knowing how to seek their help. 	<p>PERSONAL / SOCIAL</p>

K-12 School Counseling Program

Curriculum: [Education on Understanding Self and Others Classroom Units](#)

Description: Various units are presented to students to aid them in developing effective social skills, coping strategies, and peer relationships bullying identifying and expressing feelings, suicide/death/dying, violence prevention, anger management, managing friendships, stress management, cooperation and team building, self-awareness, self-discipline, fairness, basic needs, human growth and development, kindness/compassion, and hygiene.

Objectives: Academic Domain A, B, C
Career Domain A, C
Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input checked="" type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input checked="" type="checkbox"/> Research Projects	<input checked="" type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input checked="" type="checkbox"/> Shadowing/Community Experience
<input checked="" type="checkbox"/> Group Work	<input checked="" type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input checked="" type="checkbox"/> Speeches	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input checked="" type="checkbox"/> Simulations
<input checked="" type="checkbox"/> Rubics	<input checked="" type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	
	<input checked="" type="checkbox"/> Anecdotal Records	<input checked="" type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources: Assembly speakers, Worksheets, handouts and other curricular materials; Counseling resources (video's, books, etc.); Counselors own professional development and expertise; Lesson plans; Counselor-made games; Facilities/space; Class time; Parent meetings; Teacher support.

Curriculum: [Education on Understanding Self and Others Classroom Units](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. Displaying a positive interest in learning. Taking pride in work and achievement. Accepting mistakes as essential to the learning process. Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Demonstrating how effort and persistence positively affect learning. Using Communication skills to know when and how to ask for help when needed. Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Learning and applying thinking skills. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing an awareness of personal abilities, skills, interests and motivations. Learning how to interact and work cooperatively in teams. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Acquiring employability skills such as working on a team, problem solving, and organizational skills. Learning to respect individual uniqueness in the workplace. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 		<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. Learning how to use conflict management skills with peers and adults. Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Learning the goal setting process. Understanding change as a part of growth. Identifying and expressing feelings. Distinguishing between appropriate and inappropriate behaviors. Recognizing personal boundaries, rights, and privacy needs. Understanding the need for self-control and how to practice it. Demonstrating cooperative behavior in groups. Identifying personal strengths and assets. Identifying and discussing changing personal and social roles. Identifying and recognizing changing family roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Recognizing that everyone has rights and responsibilities, including family and friends. Respecting alternative points of view. Recognizing, accepting, respecting, and appreciating individual differences. Recognizing, accepting, and appreciating ethnic and cultural diversity. Recognizing and respecting differences and various family configurations. Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. Learning how to communicate effectively with family. Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Developing effective coping skills for dealing with problems. Demonstrating when, where, and how to seek help for solving problems and making decisions. Knowing how to apply conflict resolution skills. Knowing when peer-pressure is influencing a decision. Identifying long- and short-term goals. Using persistence and perseverance in acquiring knowledge and skills. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Learning the difference between appropriate and inappropriate physical contact. Demonstrating the ability to assert boundaries, rights, and personal privacy. Differentiating between situations requiring peer support and situations requiring adult professional help. Identifying resource people in the school and community and knowing how to seek their help. Applying effective problem-solving and decision-making skills to make safe and healthy choices. Learning about the emotional and physical dangers of substance use and abuse. Learning how to cope with peer pressure. Learning techniques for managing stress and conflict. Learning coping skills for managing life events. 	PERSONAL / SOCIAL

Curriculum: Communication Classroom Units

Description: Various units are presented to students to aid them in developing appropriate communication skills. Units include problem-solving, conflict resolution, basic communication skills, active listening, tattling vs. reporting, and bullying prevention.

Objectives:
Academic Domain A, B
Career Domain A, C
Personal/Social Domain A, B, C

Academic Domain:

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

Career Domain:

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.
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Standard C: Students will understand their relationship between personal qualities, education training, and the world of work.

Personal/Social Domain:

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

Instruction:

- | | | | | |
|--|--|--|---|--|
| <input checked="" type="checkbox"/> Cooperative Learning | <input checked="" type="checkbox"/> Peer Teaching | <input checked="" type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input checked="" type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input checked="" type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input checked="" type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: Children’s Museum and other external speakers; Posters; Communication cards; Technology, Aide support; Various supplies; Worksheets, handouts and other curricular materials; Counseling resources (videos, books, etc.); Counselors own professional development and expertise; Lesson plans; Counselor-made games; Facilities/space; Class time.

Curriculum: [Communication Classroom Units](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. Demonstrating dependability, productivity, and initiative. Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Learning and applying thinking skills. Seeking information and support from faculty, staff, family and peers. Understanding the relationship between classroom performance and success in school. <p>Becoming self-directed and independent learners Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Establishing challenging academic goals in elementary, middle and high school. Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Understanding the relationship between classroom performance and success in school. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing an awareness of personal abilities, skills, interests and motivations. Learning how to interact and work cooperatively in teams. Learning to make decisions. Learning how to set goals. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Acquiring employability skills such as working on a team, problem solving, and organizational skills. Learning to respect individual uniqueness in the workplace. Developing a positive attitude toward work and learning. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 		<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Learning how to use conflict management skills with peers and adults. Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Learning the goal setting process. Understanding change as a part of growth. Identifying and expressing feelings. Distinguishing between appropriate and inappropriate behaviors. Recognizing personal boundaries, rights, and privacy needs. Understanding the need for self-control and how to practice it. Demonstrating cooperative behavior in groups. Identifying personal strengths and assets. Identifying and discussing changing personal and social roles. Identifying and recognizing changing family roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Recognizing that everyone has rights and responsibilities, including family and friends. Respecting alternative points of view. Recognizing, accepting, respecting, and appreciating individual differences. Recognizing, accepting, and appreciating ethnic and cultural diversity. Recognizing and respecting differences and various family configurations. Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. Learning how to communicate effectively with family. Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Developing effective coping skills for dealing with problems. Demonstrating when, where, and how to seek help for solving problems and making decisions. Knowing how to apply conflict resolution skills. Demonstrating a respect and appreciation for individual and cultural differences. Knowing when peer pressure is influencing a decision. Identifying long- and short-term goals. Using persistence and perseverance in acquiring knowledge and skills. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Learning the difference between appropriate and inappropriate physical contact. Demonstrating the ability to assert boundaries, rights, and personal privacy. Differentiating between situations requiring peer support and situations requiring adult professional help. Identifying resource people in the school and community and knowing how to seek their help. Applying effective problem-solving and decision-making skills to make safe and healthy choices. Learning how to cope with peer pressure. Learning techniques for managing stress and conflict. Learning coping skills for managing life events. 	PERSONAL / SOCIAL

Curriculum: Substance Abuse Education Classroom Units

Description: Students will learn about the dangers of substance use, misuse, and abuse, including illegal drugs, alcohol, tobacco, prescription and over-the-counter medications. Students will develop strategies to make healthy choices regarding these substances.

Objectives:
Academic Domain A, B
Career Domain A, C
Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|--|--|---|--|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input checked="" type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input checked="" type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input checked="" type="checkbox"/> Speeches | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input checked="" type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input checked="" type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: “Here’s Looking at You, 2000” curriculum; DARE curriculum and officers; Guest speakers; Worksheets, handouts and other curricular materials; Counseling resources (videos, books, etc.); Counselors own professional development and expertise; Lesson plans; Counselor-made games; Facilities/space, Class time.

Curriculum: [Substance Abuse Education Classroom Units](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Demonstrating dependability, productivity and initiative. • Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Seeking information and support from faculty, staff, family and peers. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Learning how to interact and work cooperatively in teams. • Learning to make decisions. • Learning how to set goals. 		<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Using effective communication skills. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing how to apply conflict resolution skills. • Knowing when peer-pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights, and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. • Learning about the emotional and physical dangers of substance use and abuse. • Learning how to cope with peer pressure. • Learning techniques for managing stress and conflict. • Learning coping skills for managing life events. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Curriculum: [Multicultural/Diversity Awareness Classroom Units](#)

Description: Via a planned and organized curriculum, students will focus on the themes of acceptance, tolerance, prejudice, stereotyping, and diversity.

Objectives: Academic Domain A, B
 Career Domain A, C
 Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input checked="" type="checkbox"/> Cooperative Learning	<input checked="" type="checkbox"/> Peer Teaching	<input checked="" type="checkbox"/> Games	<input checked="" type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input checked="" type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input checked="" type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input type="checkbox"/> Consultation
<input checked="" type="checkbox"/> Speeches	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubrics	<input checked="" type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input checked="" type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources: “Different and Same” curriculum; “Teaching Tolerance” (posters, lessons, videos, books and audiotapes); Worksheets, handouts and other curricular materials; Counseling resources (videos, books, etc.); Counselors own professional development and expertise. Lesson plans; Counselor-made games; Facilities/space; Class time.

Curriculum: [Multicultural/Diversity Awareness Classroom Units](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Seeking information and support from faculty, staff, family and peers. Becoming self-directed and independent learners. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Learning how to interact and work cooperatively in teams. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Learning to respect individual uniqueness in the workplace. 		<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Identifying and expressing feelings. Distinguishing between appropriate and inappropriate behaviors. Recognizing personal boundaries, rights, and privacy needs. Understanding the need for self-control and how to practice it. Demonstrating cooperative behavior in groups. Identifying and discussing changing personal and social roles. Identifying and recognizing changing family roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Recognizing that everyone has rights and responsibilities, including family and friends. Respecting alternative points of view. Recognizing, accepting, respecting, and appreciating individual differences. Recognizing, accepting, and appreciating ethnic and cultural diversity. Recognizing and respecting differences and various family configurations. Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Demonstrating when, where, and how to seek help for solving problems and making decisions. Demonstrating a respect and appreciation for individual and cultural differences. Knowing when peer-pressure is influencing a decision. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. Differentiating between situations requiring peer support and situations requiring adult professional help. Identifying resource people in the school and community and knowing how to seek their help. Learning how to cope with peer pressure. 	PERSONAL / SOCIAL

Individual Planning

Individual Planning: Gysbers and Henderson consider this a crucial component because it is “a vehicle for personalized learning,” “it allows school counselors to serve as facilitators of student’s personal/social, academic, and career development.

Delivered to all students ...

- **The Four-Year Plan**
- **Test Interpretation**
- **The Resume**
- **Career Planning**
- **College Representative Visits**
- **The Application Process for Post-secondary Placement**

Delivered to students who exhibit the need for additional Individual Planning ...

- **Alternative Placement: Alternative Center for Education**
- **Test of English as a Foreign Language (TOEFL) Referral**
- **English as a Second Language (ESL) Consultation and Referral**
- **Registration and Orientation of New Students (includes Newcomers Groups)**
- **NCAA Compliance for Student-Athletes**
- **Special Education Consultation and Referral (Includes Learning Support, Gifted and 504 Service Agreements)**
- **Preliminary Data Collection for Behavior Support Plans (for Learning Support students)**

Individual Planning: The Four Year Plan

Description: An individualized educational plan that assists students with course selection and academic goal setting through their high school careers. Completed in all grade levels.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B

Academic Domain:

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

Career Domain:

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.
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Standard C: Students will understand their relationship between personal qualities, education training, and the world of work.

Personal/Social Domain:

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

Instruction:

- | | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

The Four-Year Plan form. The Ninth Grade Individual Planning Meeting, Input from parents, Counselor expertise and understanding of the entire high school curriculum.

Individual Planning: **The Four Year Plan**

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Seeking information and support from faculty, staff, family and peers. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience • Understanding the relationship between learning and work. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Learning to use the Internet to access career planning information. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

Individual Planning: Test Interpretation

Description: The School counselors assist students, their families, and other school personnel in interpreting standardized test data and results (e.g. Scantron, Otis Lennon, Test of Cognitive Skills or TCS, PLAN, PSAT, SAT I, SAT Subject Tests, ACT, PSSA, etc.)

Objectives:
Academic Domain: A, B
Career Domain: A, B, C
Personal/Social Domain: A, B

Academic Domain:

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

Career Domain:

- 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.
- Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C:** Students will understand their relationship between personal qualities, education training, and the world of work.

Personal/Social Domain:

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

Instruction:

- | | | | | |
|---|---|--|---|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Publisher Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

Test results, Parent involvement, On-going counselor professional development in the area of test interpretation, Teacher support, Parent/teacher conferences, Clerical support, Aide support

Individual Planning: **Test Interpretation**

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Taking pride in work and achievement. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. 	<p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Learning the goal setting process. • Recognizing personal boundaries, rights, and privacy needs. • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Recognizing, accepting, respecting, and appreciating individual differences. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: [The Resume](#)

Description: The High School Counseling Department created a resume rubric to assist students in drafting their first resume, which is often included with college application materials. The rubric is provided in the student's freshman year and a resume draft worksheet is tweaked and updated each year of high school.

Objectives

<u>Academic Domain:</u>	<u>A, B, C</u>
<u>Career Domain:</u>	<u>A, B, C</u>
<u>Personal/Social Domain:</u>	<u>A, B, C</u>

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Demonstration(s)	<input type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input checked="" type="checkbox"/> Instructional Meeting
<input type="checkbox"/> Field Trip	<input checked="" type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

<input type="checkbox"/> Elementary Level	<input type="checkbox"/> Middle Level	<input checked="" type="checkbox"/> High School Level
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Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Performance Tasks/Worksheets
<input type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubrics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources: The 9th, 10th, and 11th grade resume forms, The Student Profile form, The Ninth Grade Individual Planning Meeting

Individual Planning: The Resume

	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p>	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	
<p>ACADEMIC</p>	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Displaying a positive interest in learning. • Taking pride in work and achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. • Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity and initiative. • Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	<p>ACADEMIC</p>
	<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	<p>C. All students will understand the relationship among personal qualities, education and training, and the world of work.</p>	
<p>CAREER</p>	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Learning how to write a resume. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	<p>CAREER</p>
	<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>C. All students will understand safety and survival skills.</p>	
<p>PERSONAL / SOCIAL</p>	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying and expressing feelings. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing how to apply conflict resolution skills. • Demonstrating a respect and appreciation for individual and cultural differences. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. • Learning how to cope with peer pressure. 	<p>PERSONAL / SOCIAL</p>

K-12 School Counseling Program

Individual Planning: **Career Planning**

Description: The Counseling Department provides opportunities and assessment tools to students for the purpose of examining career options and engaging in career exploration.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|--|--|---|--|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input checked="" type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | | |
- Reports from eDiscover to check usage, student attendance and participation at various career fairs, senior survey

Resources: Career Information Board, Counseling Resource Center, Computers and technical support, Occupational Outlook Handbook, Dictionary of Occupational Titles, and other books, eDiscover, The PLAN test, Community-Based Learning, Job-shadowing opportunities, Career Clusters Career Fairs, Four-Year Plan, Career fairs, All individual meetings and evening parent meetings, Clerical support, Facilities, Staff, Speakers

Individual Planning: Career Planning

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how effort and persistence positively affect learning. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Developing a broad range of interests and abilities. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying thinking skills. • Seeking information and support from faculty, staff, family and peers. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Establishing challenging academic goals in elementary, middle and high school. • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Seeking co-curricular and community experiences to enhance the school experience. • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Developing avocational interests. • Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Acquiring employability skills such as working on a team, problem solving, and organizational skills. • Applying job readiness skills to seek employment opportunities. • Demonstrating knowledge about the changing workplace. • Learning how to write a resume. • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. • Demonstrating knowledge of the career planning process. • Knowing the various ways which occupations can be classified. • Using research and information resources to obtain career information. • Learning to use the Internet to access career planning information. • Describing traditional and non-traditional occupations and how these relate to career choice. • Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. • Selecting coursework that is related to career interests. • Maintaining a career planning portfolio. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. • Understanding that the changing workplace requires life-long learning and acquiring new skills. • Describing the effect of work on lifestyles. • Understanding the importance of equity and access in career choice. • Understanding that work is an important and satisfying means of personal expression. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Learning to work cooperatively with others as a team member. • Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Identifying alternative solutions to a problem. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact). • Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: The How to Become a Competitive College and Scholarship Applicant Workshops

Description: The High School Counseling Department hosts a seminar for students and their families providing information about the college application and scholarship process. The various parts of the applicant file, the campus visit, and the interview are highlighted. This is an evening seminar held annually.

Objectives: Academic Domain B, C
Career Domain A

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|--|---|---|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

College representatives, The Community Foundation of the West Jefferson Hills School District, Natural Helpers to volunteer for role play interviews, Facilities, Staff, Clerical support, Parent volunteer assistance, Publications, Materials and supplies, Counselors' own professional development, training, and expertise.

Individual Planning: The How to Become a Competitive College and Scholarship Applicant Workshops

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC		<p>Becoming self-directed and independent learners Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will Develop Career Awareness by:</p> <ul style="list-style-type: none"> • Understanding the importance of planning. 			CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: College Representative Visits to West Jefferson Hills School District

Description: A process of planning for college representatives to visit the school and meet with students is organized on the annual basis.

Objectives: Academic Domain A, B, C
Career Domain A, B, C
Personal/Social Domain A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input checked="" type="checkbox"/> Speakers
<input type="checkbox"/> Lecture	<input type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input type="checkbox"/> Modeling	<input type="checkbox"/> Guided Discovery	<input type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input type="checkbox"/> Checklists	<input type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubrics	<input type="checkbox"/> Roleplay	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input checked="" type="checkbox"/> Student Attendance

Resources:

Facilities, Permit forms/passes; Clerical support; College willingness to visit the WJHSD; Teacher support/permission; Announcements; Counseling Department Newsletter; Counseling web site; Handouts and publications (including posters) from schools; Counselor availability to attend meetings.

Individual Planning: **College Representative Visits to West Jefferson Hills School District**

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. Displaying a positive interest in learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating how effort and persistence positively affect learning. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Developing a broad range of interests and abilities. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Establishing challenging academic goals in elementary, middle and high school. Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Seeking co-curricular and community experiences to enhance the school experience Understanding the relationship between learning and work. Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. Understanding that school success is the preparation to make the transition from student to community member. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing an awareness of personal abilities, skills, interests and motivations. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Pursuing and developing competency in areas of interest. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Applying decision-making skills o career planning course selection, and career transitions. Identifying personal skills, interests and abilities and relating them to current career choices. Using research and information resources to obtain career information. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Understanding the relationship between educational achievement and career success. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Identify personal values, attitudes, and beliefs. Learning the goal setting process. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Demonstrating when, where, and how to seek help for solving problems and making decisions. Identifying long- and short-term goals. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact. Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: [The Application Process for Post-Secondary Placement](#)

Description: Procedures are set and communicated to ensure students accurately, completely, and successfully complete applications for post-secondary placement.

Objectives: Academic Domain B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|--|--|---|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Roleplay | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

Procedures for Completing Post-Secondary Applications Checklist handout; Transcript Request Form; Student Profile form; Request for a Counselor Letter of Recommendation form; Individual and group meetings (also including corresponding evening parent meetings); Counselors' own professional development, training, and expertise.

Individual Planning: The Application Process for Post-Secondary Placement

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC		<p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals by:</u></p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL				PERSONAL / SOCIAL

Individual Planning: [Alternative Placement: Alternative Center for Education Placement](#)

Description: Counselors provide information and necessary application materials to students regarding the Alternative Center for Education. Counselors also facilitate any transition services necessary.

- Objectives:**
- | | |
|------------------------|---------|
| Academic Domain | A, B, C |
| Career Domain | A, B, C |
| Personal/Social Domain | A, B, C |

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | <input checked="" type="checkbox"/> Visual Aids |
| <input checked="" type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Individual Meeting with Counselor | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources:

Counselor communication of the benefits of the ACE Program; ACE paperwork; School records; MMS scheduling support; ACE Staff support; Parental involvement and support; Student/family visitation and tour of ACE; Transportation services; ACE web site; Counseling Department liaison; On-going ACE meetings; Successful transcription of ACE grades to student’s WJHSD transcript.

Individual Planning: Alternative Placement: Alternative Center for Education Placement

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Articulating feelings of competence and confidence in learners. • Taking pride in work and achievement. • Accepting mistakes as essential to the learning process. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Applying time management and task management skills. • Demonstrating how effort and persistence positively affect learning. • Using Communication skills to know when and how to ask for help when needed. • Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Taking responsibility for their actions. • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Sharing knowledge. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying thinking skills. • Applying the study skills necessary for academic success at each level. • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. • Using knowledge of learning styles to positively influence school performance. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Understanding the relationship between classroom performance and success in school. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience • Understanding the relationship between learning and work. • Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Understanding that school success is the preparation to make the transition from student to community member. • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing skills to locate, evaluate, and interpret career information. • Learning about the variety of traditional and non-traditional occupations. • Developing an awareness of personal abilities, skills, interests and motivations. • Learning how to interact and work cooperatively in teams. • Learning to make decisions. • Learning how to set goals. • Understanding the importance of planning. • Pursuing and developing competency in areas of interest. • Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> • Learning how to write a resume. • Developing a positive attitude toward work and learning. • Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the education and training needed to achieve career goals. • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career success. • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. • Understanding that the changing workplace requires life-long learning and acquiring new skills. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. • Learning how to use conflict management skills with peers and adults. • Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Identifying and expressing feelings. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. • Identifying and discussing changing personal and social roles. • Identifying and recognizing changing family roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Respecting alternative points of view. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Recognizing and respecting differences and various family configurations. • Using effective communication skills. • Knowing that communication involves speaking, listening, and non-verbal behavior. • Learning how to communicate effectively with family. • Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Understanding consequences of decisions and choices. • Identifying alternative solutions to a problem. • Developing effective coping skills for dealing with problems. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Knowing when peer pressure is influencing a decision. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Using persistence and perseverance in acquiring knowledge and skills. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact. • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights, and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. • Learning about the emotional and physical dangers of substance use and abuse. • Learning how to cope with peer pressure. • Learning techniques for managing stress and conflict. • Learning coping skills for managing life events. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: **Alternative Placement:** **Steel Valley Vocational-Technical (Vo-tech) School**

Description: Information and visitation opportunities are provided and presented to all students so that they may make an informed decision to attend Steel Valley Vocational-Technical (Vo-tech) School.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input checked="" type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input checked="" type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |
| <input checked="" type="checkbox"/> Individual Meeting with Counselor | | | | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: eDiscover career program; Steel Valley Vo-tech staff support; Counselor facilitation of a visit to Steel Valley Vo-tech for student and his/her family; Steel Valley Vo-tech paperwork; S3 may be a resource; Counselor liaison; Coordination of Steel Valley recruitment/informational meetings; Advertising Steel Valley Vo-tech as a viable educational option.

Individual Planning: **Alternative Placement: Steel Valley Vocational-Technical (Vo-tech) School**

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. Displaying a positive interest in learning. Taking pride in work and achievement. Accepting mistakes as essential to the learning process. Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Demonstrating how effort and persistence positively affect learning. Using Communication skills to know when and how to ask for help when needed. Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. Developing a broad range of interests and abilities. Sharing knowledge. Demonstrating dependability, productivity and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Learning and applying thinking skills. Applying the study skills necessary for academic success at each level. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. Using knowledge of learning styles to positively influence school performance. Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Understanding the relationship between classroom performance and success in school. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. Seeking co-curricular and community experiences to enhance the school experience Understanding the relationship between learning and work. Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. Understanding that school success is the preparation to make the transition from student to community member. Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing skills to locate, evaluate, and interpret career information. Learning about the variety of traditional and non-traditional occupations. Developing an awareness of personal abilities, skills, interests and motivations. Learning how to interact and work cooperatively in teams. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Pursuing and developing competency in areas of interest. Developing avocational interests. Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Acquiring employability skills such as working on a team, problem solving, and organizational skills. Applying job readiness skills to seek employment opportunities. Demonstrating knowledge about the changing workplace. Learning about the rights and responsibilities of employers. Learning to respect individual uniqueness in the workplace. Learning how to write a resume. Developing a positive attitude toward work and learning. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Applying decision-making skills o career planning course selection, and career transitions. Identifying personal skills, interests and abilities and relating them to current career choices. Demonstrating knowledge of the career planning process. Knowing the various ways which occupations can be classified. Using research and information resources to obtain career information. Learning to use the Internet to access career planning information. Describing traditional and non-traditional occupations and how these relate to career choice. Understanding how changing economic and societal needs influence employment trends and future training. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. Selecting coursework that is related to career interests. Maintaining a career planning portfolio. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Understanding the relationship between educational achievement and career success. Explaining how work can help to achieve personal success and satisfaction. Identifying personal preferences and interests that influence career choices and success. Understanding that the changing workplace requires life-long learning and acquiring new skills. Describing the effect of work on lifestyles. Understanding the importance of equity and access in career choice. Understanding that work is an important and satisfying means of personal expression. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. Learning to work cooperatively with others as a team member. Applying academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Learning the goal setting process. Understanding change as a part of growth. Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Respecting alternative points of view. Recognizing, accepting, respecting, and appreciating individual differences. Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Identifying alternative solutions to a problem. Demonstrating when, where, and how to seek help for solving problems and making decisions. Identifying long- and short-term goals. Identifying alternative ways of achieving goals. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact). Differentiating between situations requiring peer support and situations requiring adult professional help. Identifying resource people in the school and community and knowing how to seek their help. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: Test of English as a Foreign Language (TOEFL) Referral

Description: Information regarding the Test of English as a Foreign Language (TOEFL) is provided for students whose native language is something other than English.

Objectives: Academic Domain: B
 Career Domain: A, B, C
 Personal/Social Domain: B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|---|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |
| <input checked="" type="checkbox"/> Individual Meeting with Counselor | | | | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: TOEFL application form; University of Pittsburgh resources; Student self-identification or family identification of student; ESL coordinator and instructor(s); Counselor liaison to ESL.

Individual Planning: **Test of English as a Foreign Language (TOEFL) Referral**

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC		<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. • Learning and applying thinking skills. • Applying the study skills necessary for academic success at each level. • Organizing and applying academic information from a variety of sources. • Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Understanding the importance of planning. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Identifying personal skills, interests and abilities and relating them to current career choices. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Assessing and modifying their education plan to support career goals. 	<p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL		<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Using a decision-making and a problem-solving model. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: English as a Second Language (ESL) Consultation and Referral

Description: Counselors regularly communicate with the ESL personnel, ESL students and their families, and other appropriate school personnel to determine appropriate placement and academic supports for students in need of ESL services.

Objectives: Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|--|---|---|-----------------------------------|
| <input checked="" type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input checked="" type="checkbox"/> Games | <input checked="" type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input checked="" type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |
| <input checked="" type="checkbox"/> Counselors collaborate via individual meetings and other forms of communication (telephone, e-mail, etc.) with students, families, and school personnel. | | | | |

Instructional Level of Delivery:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Elementary Level | <input checked="" type="checkbox"/> Middle Level | <input checked="" type="checkbox"/> High School Level |
|--|--|---|

Assessment:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Needs Assessments | <input checked="" type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input checked="" type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input checked="" type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input checked="" type="checkbox"/> Role-play | <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: ESL; teacher; MMS scheduling system; Various standardized tests; State and school district ESL assessments; Counselors' own professional development and expertise; Student willingness to self-advocate and seek services, State information regarding levels of need and mandate for time allowed for ESL instruction.

Individual Planning: **English as a Second Language (ESL) Consultation and Referral**

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will Improve Academic Self-concept by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. Displaying a positive interest in learning. Taking pride in work and achievement. Accepting mistakes as essential to the learning process. Identifying attitudes and behaviors which lead to successful learning. <p>Students will Acquire Skills for Improving Learning by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Demonstrating how effort and persistence positively affect learning. Using Communication skills to know when and how to ask for help when needed. Applying knowledge of learning styles to positively influence school performance. <p>Students will Achieve School Success by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. Developing a broad range of interests and abilities. Sharing knowledge. Demonstrating dependability, productivity and initiative. 	<p>Students will Improve Learning by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Learning and applying thinking skills. Applying the study skills necessary for academic success at each level. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. Using knowledge of learning styles to positively influence school performance. Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will Plan to Achieve Goals by:</p> <ul style="list-style-type: none"> Establishing challenging academic goals in elementary, middle and high school. Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Understanding the relationship between classroom performance and success in school. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will Relate School to Life Experiences by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. Seeking co-curricular and community experiences to enhance the school experience Understanding the relationship between learning and work. Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. Understanding that school success is the preparation to make the transition from student to community member. Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will Develop Career Awareness by:</p> <ul style="list-style-type: none"> Developing skills to locate, evaluate, and interpret career information. Developing an awareness of personal abilities, skills, interests and motivations. Learning how to interact and work cooperatively in teams. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Pursuing and developing competency in areas of interest. Developing avocational interests. Learning to balance work and leisure time. <p>Students will Develop Employment Readiness by:</p> <ul style="list-style-type: none"> Acquiring employability skills such as working on a team, problem solving, and organizational skills. Learning to respect individual uniqueness in the workplace. Developing a positive attitude toward work and learning. Understanding the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. Utilizing time and task management skills. 	<p>Students will Acquire Career Information by:</p> <ul style="list-style-type: none"> Applying decision-making skills o career planning course selection, and career transitions. Identifying personal skills, interests and abilities and relating them to current career choices. Demonstrating knowledge of the career planning process. Knowing the various ways which occupations can be classified. Using research and information resources to obtain career information. Learning to use the Internet to access career planning information. <p>Students will Identify Career Goals by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Selecting coursework that is related to career interests. 	<p>Students will Acquire Knowledge to Achieve Career Goals by:</p> <ul style="list-style-type: none"> Understanding the relationship between educational achievement and career success. Explaining how work can help to achieve personal success and satisfaction. Identifying personal preferences and interests that influence career choices and success. Understanding that the changing workplace requires life-long learning and acquiring new skills. Describing the effect of work on lifestyles. Understanding the importance of equity and access in career choice. Understanding that work is an important and satisfying means of personal expression. <p>Students will Apply Skills to Achieve Career Goals by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. Learning how to use conflict management skills with peers and adults. Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will Acquire Self-Knowledge by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Identify personal values, attitudes, and beliefs. Learning the goal setting process. Understanding change as a part of growth. Identifying and expressing feelings. Distinguishing between appropriate and inappropriate behaviors. Recognizing personal boundaries, rights, and privacy needs. Understanding the need for self-control and how to practice it. Demonstrating cooperative behavior in groups. Identifying personal strengths and assets. Identifying and discussing changing personal and social roles. Identifying and recognizing changing family roles. <p>Students will Acquire Interpersonal Skills by:</p> <ul style="list-style-type: none"> Recognizing that everyone has rights and responsibilities, including family and friends. Respecting alternative points of view. Recognizing, accepting, respecting, and appreciating individual differences. Recognizing, accepting, and appreciating ethnic and cultural diversity. Recognizing and respecting differences and various family configurations. Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. Learning how to communicate effectively with family. Learning how to make and keep friends. 	<p>Students will Apply Self-Knowledge by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Developing effective coping skills for dealing with problems. Demonstrating when, where, and how to seek help for solving problems and making decisions. Knowing how to apply conflict resolution skills. Demonstrating a respect and appreciation for individual and cultural differences. Knowing when peer pressure is influencing a decision. Identifying long- and short-term goals. Identifying alternative ways of achieving goals. Using persistence and perseverance in acquiring knowledge and skills. Developing an action plan to set and achieve realistic goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: Registration and Orientation of New Students

Description: Counselors provide a comprehensive transition experience to new students and their families involving the required registration paperwork, academic placement, and general information about the school district and surrounding community. A tour of the facilities is often included. Students are encouraged to join the Newcomers Group/Club to make important social connections which will assist them with the transition to a new school and will help them to experience school success.

Objectives

Academic Domain:	A, B, C
Career Domain:	A, B, C
Personal/Social Domain:	A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

<input type="checkbox"/> Cooperative Learning	<input checked="" type="checkbox"/> Peer Teaching	<input type="checkbox"/> Games	<input type="checkbox"/> Simulation	<input type="checkbox"/> Speakers
<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Demonstration(s)	<input checked="" type="checkbox"/> Assemblies	<input type="checkbox"/> Experiments	<input type="checkbox"/> Other
<input type="checkbox"/> Field Trip	<input type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided Discovery	<input checked="" type="checkbox"/> Visual Aids	

Instructional Level of Delivery:

Elementary Level Middle Level High School Level

Assessment:

<input type="checkbox"/> Research Projects	<input type="checkbox"/> Needs Assessments	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Performance Tasks/Worksheets
<input checked="" type="checkbox"/> Class Participations	<input type="checkbox"/> Portfolios	<input checked="" type="checkbox"/> Observations	<input type="checkbox"/> Community Experience
<input checked="" type="checkbox"/> Group Work	<input type="checkbox"/> Computer Products	<input checked="" type="checkbox"/> Conferences	<input checked="" type="checkbox"/> Student Self-Evaluations
<input type="checkbox"/> Standardized Tests	<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Consultation
<input type="checkbox"/> Speeches	<input checked="" type="checkbox"/> Projects	<input type="checkbox"/> Publishers Tests	<input type="checkbox"/> Simulations
<input type="checkbox"/> Rubrics	<input type="checkbox"/> Role-play	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Diary/Journals	<input type="checkbox"/> Others

Resources: Counselor's own training, professional development, and expertise; Student and family willingness to complete necessary paperwork; Student records and contact with previous school; Registration forms, Program of Studies; Counselor availability; Natural Helpers and other peer helpers; Elementary Handbook; WJHSD School District Directory, Student Handbook; Appropriate developmental information for student/family; Referral to Newcomers Group; Conferences with Parent/Teachers/Student; Tour; Counselor follow-up as necessary, Home-school communication.

Individual Planning: **Registration and Orientation of New Students**

ACADEMIC	<p>A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> • Displaying a positive interest in learning. • Taking pride in work and achievement. • Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> • Using Communication skills to know when and how to ask for help when needed. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. • Developing a broad range of interests and abilities. • Demonstrating dependability, productivity and initiative. 	<p>B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Seeking information and support from faculty, staff, family and peers. • Organizing and applying academic information from a variety of sources. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Developing and implementing an annual plan of study to maximize academic ability and achievement. • Applying knowledge of aptitudes and interests to goal setting. • Using problem-solving and decision-making skills to assess progress towards educational goals. • Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. • Seeking co-curricular and community experiences to enhance the school experience • Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
		<p>A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>B. All students will employ strategies to achieve future career success and satisfaction.</p>	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> • Developing an awareness of personal abilities, skills, interests and motivations. • Learning to make decisions. • Understanding the importance of planning. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> • Applying decision-making skills o career planning course selection, and career transitions. • Identifying personal skills, interests and abilities and relating them to current career choices. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> • Assessing and modifying their education plan to support career goals. • Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Explaining how work can help to achieve personal success and satisfaction. • Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> • Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. 	CAREER
		<p>A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</p>	<p>B. All students will make decisions, set goals, and take necessary action to achieve goals.</p>	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Developing a positive attitude toward self as a unique and worthy person. • Identify personal values, attitudes, and beliefs. • Learning the goal setting process. • Understanding change as a part of growth. • Distinguishing between appropriate and inappropriate behaviors. • Recognizing personal boundaries, rights, and privacy needs. • Understanding the need for self-control and how to practice it. • Demonstrating cooperative behavior in groups. • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Recognizing that everyone has rights and responsibilities, including family and friends. • Recognizing, accepting, respecting, and appreciating individual differences. • Recognizing, accepting, and appreciating ethnic and cultural diversity. • Using effective communication skills. • Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Understanding consequences of decisions and choices. • Demonstrating when, where, and how to seek help for solving problems and making decisions. • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact). • Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. • Learning the difference between appropriate and inappropriate physical contact. • Demonstrating the ability to assert boundaries, rights, and personal privacy. • Differentiating between situations requiring peer support and situations requiring adult professional help. • Identifying resource people in the school and community and knowing how to seek their help. • Applying effective problem-solving and decision-making skills to make safe and healthy choices. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: [Kindergarten Screening](#)

Description Counselor will conduct Pre-Kindergarten evaluation to determine readiness for Kindergarten.

Objectives: Academic Domain: B
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |
| <input checked="" type="checkbox"/> District Assessment | | | | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: Counselors own professional development and expertise; School district assessment.

Individual Planning: [Kindergarten Screening](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC		<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> • Demonstrating the motivation to achieve individual potential. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> • Using assessment results in educational planning. • Applying knowledge of aptitudes and interests to goal setting. 		ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER				CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying personal strengths and assets. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> • Using effective communication skills. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> • Identifying long- and short-term goals. • Identifying alternative ways of achieving goals. • Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge of personal information (e.g., telephone number, home address, emergency contact). 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: [NCAA Compliance for Student-Athletes](#)

Description The High School Counseling Department assists student-athletes in complying with NCAA regulations pertaining to the recruitment process. These include course selection, NCAA Clearinghouse requirements, testing, and effective communication with coaches and schools.

Objectives:
Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|---|--|---|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided Discovery | <input checked="" type="checkbox"/> Visual Aids | |
| <input checked="" type="checkbox"/> Internet Information | | | | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input checked="" type="checkbox"/> Graduation |

Resources: NCAA Clearinghouse; College web pages; Program of Studies Book (WJHSD); College coaches; WJHSD High School coaches; NCAA web page; SAT and ACT; Junior and senior individual and group meetings; Counseling Department Newsletter.

Individual Planning: NCAA Compliance for Student-Athletes

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Using Communication skills to know when and how to ask for help when needed. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Applying the study skills necessary for academic success at each level. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners <u>Students will Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Using assessment results in educational planning. Applying knowledge of aptitudes and interests to goal setting. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. Seeking co-curricular and community experiences to enhance the school experience Understanding that school success is the preparation to make the transition from student to community member. Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Pursuing and developing competency in areas of interest. Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Learning how to write a resume. Utilizing time and task management skills. 	<p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Assessing and modifying their education plan to support career goals. Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ol style="list-style-type: none"> Explaining how work can help to achieve personal success and satisfaction. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Identify personal values, attitudes, and beliefs. Learning the goal setting process. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Demonstrating when, where, and how to seek help for solving problems and making decisions. Identifying long- and short-term goals. 		PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: [Special Education Consultation and Referral \(Includes Learning Support, Gifted, and 504 Service Agreements\)](#)

Description The Counseling Department consults with school psychologists, district and building administrators, and special education staff regarding student referrals and follow-up initiatives with identified students. At various educational levels, counselor may be responsible for providing related services as necessary and as determined by the team. Counselor at all levels is responsible for collecting data for the Evaluation Report (ER) and attending and participating in IEP, GIEP, and 504 Service Agreement Meetings.

Objectives:
Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|--|---|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |
| <input checked="" type="checkbox"/> IEP Gifted, and 504 Service Agreement Meetings, Teacher Checklists | | | | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input checked="" type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input checked="" type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input checked="" type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input checked="" type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input checked="" type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | |
| <input checked="" type="checkbox"/> Implement agreement/IEP, counselor attendance at scheduled meetings; signed documents. | | | |

Resources: The referral process; Administrative parent meeting; Director of special education; Learning support staff; Central Office staff; Procedural forms; S3; Psychological testing forms; IEP's, GIEP's, and Service Agreements; Testing referrals, CER/ER/MDE re-evaluations; Assessment forms; Appropriate paperwork completed for approval of accommodation(s) both in and outside school; Support from school; Facilities; Implementation of accommodations; Services are organized, planned and implemented; External agency support and consultation.

Individual Planning: [Special Education Consultation and Referral \(Includes Learning Support, Gifted, and 504 Service Agreements\)](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	<p>Students will <u>Improve Academic Self-concept</u> by:</p> <ul style="list-style-type: none"> Articulating feelings of competence and confidence in learners. Displaying a positive interest in learning. Taking pride in work and achievement. Accepting mistakes as essential to the learning process. Identifying attitudes and behaviors which lead to successful learning. <p>Students will <u>Acquire Skills for Improving Learning</u> by:</p> <ul style="list-style-type: none"> Applying time management and task management skills. Demonstrating how effort and persistence positively affect learning. Using Communication skills to know when and how to ask for help when needed. Applying knowledge of learning styles to positively influence school performance. <p>Students will <u>Achieve School Success</u> by:</p> <ul style="list-style-type: none"> Taking responsibility for their actions. Demonstrating the ability to work independently as well as the ability to work cooperatively with other students. Developing a broad range of interests and abilities. Sharing knowledge. Demonstrating dependability, productivity and initiative. 	<p>Students will <u>Improve Learning</u> by:</p> <ul style="list-style-type: none"> Demonstrating the motivation to achieve individual potential. Learning and applying thinking skills. Applying the study skills necessary for academic success at each level. Seeking information and support from faculty, staff, family and peers. Organizing and applying academic information from a variety of sources. Using knowledge of learning styles to positively influence school performance. Becoming self-directed and independent learners. <p>Becoming self-directed and independent learners</p> <p>Students will <u>Plan to Achieve Goals</u> by:</p> <ul style="list-style-type: none"> Establishing challenging academic goals in elementary, middle and high school. Using assessment results in educational planning. Developing and implementing an annual plan of study to maximize academic ability and achievement. Applying knowledge of aptitudes and interests to goal setting. Using problem-solving and decision-making skills to assess progress towards educational goals. Understanding the relationship between classroom performance and success in school. Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities. 	<p>Students will <u>Relate School to Life Experiences</u> by:</p> <ul style="list-style-type: none"> Demonstrating the ability to balance school, studies, extracurricular activities, leisure time, and family life. Seeking co-curricular and community experiences to enhance the school experience Understanding the relationship between learning and work. Demonstrating an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. Understanding that school success is the preparation to make the transition from student to community member. Understanding how school success and academic achievement enhance future career and avocational opportunities. 	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	<p>Students will <u>Develop Career Awareness</u> by:</p> <ul style="list-style-type: none"> Developing an awareness of personal abilities, skills, interests and motivations. Learning how to interact and work cooperatively in teams. Learning to make decisions. Learning how to set goals. Understanding the importance of planning. Pursuing and developing competency in areas of interest. Developing avocational interests. Learning to balance work and leisure time. <p>Students will <u>Develop Employment Readiness</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward work and learning. Utilizing time and task management skills. 	<p>Students will <u>Acquire Career Information</u> by:</p> <ul style="list-style-type: none"> Applying decision-making skills o career planning course selection, and career transitions. Identifying personal skills, interests and abilities and relating them to current career choices. <p>Students will <u>Identify Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating an awareness of the education and training needed to achieve career goals. Assessing and modifying their education plan to support career goals. Using employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences. Selecting coursework that is related to career interests. 	<p>Students will <u>Acquire Knowledge to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Explaining how work can help to achieve personal success and satisfaction. Identifying personal preferences and interests that influence career choices and success. <p>Students will <u>Apply Skills to Achieve Career Goals</u> by:</p> <ul style="list-style-type: none"> Demonstrating how interests, abilities and achievement relate to achieving personal, social, educational, and career goals. Learning to work cooperatively with others as a team member. 	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	<p>Students will <u>Acquire Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Developing a positive attitude toward self as a unique and worthy person. Learning the goal setting process. Understanding the need for self-control and how to practice it. Identifying personal strengths and assets. Identifying and discussing changing personal and social roles. <p>Students will <u>Acquire Interpersonal Skills</u> by:</p> <ul style="list-style-type: none"> Recognizing that everyone has rights and responsibilities, including family and friends. Recognizing, accepting, respecting, and appreciating individual differences. Using effective communication skills. Knowing that communication involves speaking, listening, and non-verbal behavior. Learning how to communicate effectively with family. Learning how to make and keep friends. 	<p>Students will <u>Apply Self-Knowledge</u> by:</p> <ul style="list-style-type: none"> Using a decision-making and a problem-solving model. Understanding consequences of decisions and choices. Identifying alternative solutions to a problem. Demonstrating when, where, and how to seek help for solving problems and making decisions. Identifying long- and short-term goals. Identifying alternative ways of achieving goals. Using persistence and perseverance in acquiring knowledge and skills. Developing an action plan to set and achieve realistic goals. 	<p>Students will <u>Acquire Personal Safety Skills</u> by:</p> <ul style="list-style-type: none"> Learning about the relationship between rules, laws, safety, and the protection of an individual's rights. Demonstrating the ability to assert boundaries, rights, and personal privacy. Identifying resource people in the school and community and knowing how to seek their help. Applying effective problem-solving and decision-making skills to make safe and healthy choices. 	PERSONAL / SOCIAL

K-12 School Counseling Program

Individual Planning: [Preliminary Data Collection for Behavior Support Plans \(for Learning Support Students\)](#)

Description Counselor collects and synthesizes data in the form of student observations and consultations with teachers in order to facilitate the drafting of a Behavior Support Plan which meets the student's needs.

Objectives:
Academic Domain: A, B, C
Career Domain: A, B, C
Personal/Social Domain: A, B, C

Academic Domain:

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

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

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

Career Domain:

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.

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

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

Personal/Social Domain:

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

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Instruction:

- | | | | | |
|---|---|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Games | <input type="checkbox"/> Simulation | <input type="checkbox"/> Speakers |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Demonstration(s) | <input type="checkbox"/> Assemblies | <input type="checkbox"/> Experiments | |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided Discovery | <input type="checkbox"/> Visual Aids | |
| <input type="checkbox"/> Counselor observation of students in a variety of structured and unstructured settings along with teacher consultation | | | | |

Instructional Level of Delivery:

- Elementary Level Middle Level High School Level

Assessment:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Needs Assessments | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Performance Tasks/Worksheets |
| <input type="checkbox"/> Class Participations | <input type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Community Experience |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Computer Products | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Student Self-Evaluations |
| <input type="checkbox"/> Standardized Tests | <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Checklists | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Speeches | <input type="checkbox"/> Projects | <input type="checkbox"/> Publishers Tests | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Rubrics | <input type="checkbox"/> Role-play | <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Shadowing |
| | <input type="checkbox"/> Anecdotal Records | <input type="checkbox"/> Diary/Journals | <input type="checkbox"/> Others |

Resources: Abstract Observation Forms for Functional Behavior Assessments; Counselors' own professional development and expertise; Consultation with classroom teachers, special subject teachers, and special education teachers

Individual Planning: [Preliminary Data Collection for Behavior Support Plans \(for Learning Support Students\)](#)

	A. All students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	B. All students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	C. All students will understand the relationship of academics to the world of work, and to life at home and in the community.	
ACADEMIC	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	ACADEMIC
	A. All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	B. All students will employ strategies to achieve future career success and satisfaction.	C. All students will understand the relationship among personal qualities, education and training, and the world of work.	
CAREER	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	CAREER
	A. All students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	B. All students will make decisions, set goals, and take necessary action to achieve goals.	C. All students will understand safety and survival skills.	
PERSONAL / SOCIAL	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	Although this aspect of the WJHSD School Counseling Program, ostensibly, does not have a direct impact on the students, the Program simply could not be successfully delivered without this vital, behind-the-scenes component.	PERSONAL / SOCIAL