

School Counseling & Career Guidance: Grades K-2

(Adopted in 2005)

Academic Development

Standard 1: Skills for Academic Self-Confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Learning Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 identify the study skills necessary for academic success.
- 1.4 demonstrate taking responsibility for schoolwork.
- 1.5 demonstrate working both independently and cooperatively.

Performance Indicators

At Level 1, the student will be able to

- describe what is needed to be ready for class.
- demonstrate good listening skills.

At Level 2, the student will be able to

- share knowledge with peers.
- demonstrate working cooperatively in a group.
- select examples of "best" schoolwork.
- work independently on tasks to completion.
- complete assignments on time.

At Level 3, the student will be able to:

- examine how effort affects learning.
- acknowledge mistakes as essential to the learning process.

Sample Task

Read the book Responsible Rascal to students. Discuss the meaning of the word "responsibility." Ask the students to name responsibilities they have at school that help them to learn (e. g. listening to the teacher, following directions, completing work, asking for help when needed).

Integration:

English/Language Arts: 1.02, 1.10, 1.11, 1.14, 2.02

Social Studies: 4.03, 4.04, 6.01

Health: ESMH-SD.1, FLS SD 1, 2

Physical Education: 3.2, 3.3

Standard 2: Improve Learning and Achieve Challenging Goals

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

Learning Expectations

The student will

- 2.1 practice critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 identify academic goals.
- 2.4 develop positive attitudes toward learning.

Performance Indicators

At Level 1, the student will be able to

- work independently on a learning task.
- identify personal strengths.

At Level 2, the student will be able to

- justify answers using critical thinking skills.
- identify school expectations.
- identify positive attitudes toward learning.
- demonstrate the ability to follow instructions and complete assignments.

At Level 3, the student will be able to

- demonstrate self-directed and independent learning techniques.
- identify educational short and long term goals.

Sample Task: When the Going Gets Tough.... Students draw a picture or write a paragraph on how the slogan "When the Going Gets Tough-the Tough Get Going" applies to learning in school. Students will write the name of the subject they find most difficult and three reasons why it is difficult. Place students into groups according to the subject they chose. They will brainstorm five methods for improvement. Each group will report and display a list of their suggestions. In large group, discuss goal setting and the importance of setting goals for difficult subjects.

(Lessons for Life, VanZandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

Integration

English/ Language Arts: 1.12, 1.14

Math: K.1.3

Health: ESMH-SD 3

Standard 3: Relate School to Life Experiences

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

Learning Expectations

The student will

- 3.1 identify schoolwork, extracurricular activities and family activities.
- 3.2 recognize the connection between schoolwork and the world of work.

Performance Indicators

At Level 1, the student will be able to

- identify helpers in the school and community.

At Level 2, the student will be able to

- articulate school work-habits that transfer to the world of work.

At Level 3, the student will be able to:

- compare and contrast the roles of school and community helpers.

Sample Task: Busy Bees Students will brainstorm as many school jobs as possible (cleaning boards, delivering messages, leading the line, helper, completing assignments). In small groups students will list and identify skills needed for each job (e.g. messenger- knowing locations, being responsible). Identify adult jobs that require the same skills. Ask: "How does what we are learning now help to prepare us for the future jobs/ careers?"

(Lessons for Life, VanZandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

Integration

English/ Language Arts: 1.01

Social Studies: 3.02

Math: K.1.2, K.1.3

Health: ESMH-SD.3; ECH-SD.1

PE: 4.5, 5.1

Standard 4: Career Awareness and Employment Readiness Skills

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

Learning Expectations

The student will

- 4.1 describe personal abilities, work habits, and interests.
- 4.2 define work and recognize that people work.
- 4.3 practice making decisions.
- 4.4 discuss the importance of responsibility, dependability, punctuality, positive attitude, integrity and school performance.
- 4.5 develop skills to interact and work cooperatively with different people.
- 4.6 describe the difference between work time and play time.

Performance Indicators

At Level 1, the student will be able to

- name personal likes and dislikes.
- explain the importance of sharing and working cooperatively in school.
- differentiate between work time and play time.

At Level 2, the student will be able to

- identify individual interests and abilities.
- explain the importance of good work habits (e.g., responsibility, dependability, punctuality, and honesty).
- identify the steps in the decision-making process.
- explore diversity in school and community.

At Level 3, the student will be able to

- discuss and describe various jobs within the school community.
- demonstrate the ability to work cooperatively with others.

Sample Task: Work and Play Discuss the difference between work time and play time. Students will explore a collection of pictures that depict both work and leisure activities. Students will create a collage that will demonstrate an understanding of the difference between work and play. Collages will be displayed in the classroom for Parents' Night.

English/ Language Arts: 1.01, 2.07, 2.08, 2.09

Social Studies: 1.01, 1.02, 1.03, 2.03, 4.01, 4.02, 4.03, 4.04, 6.01, 6.02

Math: 1.3

Health: ESMH-SD.1; FLS-SD. 1

Physical Education: 3.3, 3.4

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

Learning Expectations

The student will

- 5.1 identify jobs within the classroom.
- 5.2 identify jobs of workers in the community.
- 5.3 recognize the job tasks of school personnel and community workers.
- 5.4 use technology and other resources to explore the world of work.
- 5.5 recognize the importance of planning for work and career.
- 5.6 practice and demonstrate the steps in setting career goals.

Performance Indicators

At Level 1, the student will be able to

- identify personal likes and dislikes.
- recognize that work has different meanings and all jobs are important.

At Level 2, the student will be able to

- explore personal skills, interests, and abilities.
- use information acquired from technology and other resources to describe jobs within the school and the community.

At Level 3, the student will be able to

- recognize why jobs in the community are needed.

Sample Task: "When I grow up..." Students will brainstorm and list a variety of "jobs" they see in the community and the work of family members or family friends. The class will explore the meaning of "job" and its relationship to "career." Students will then discuss jobs in the community and the activities involved with each job. As a group the students will decide if they would like parents (or others) to visit the class and talk about their jobs. The class will compose a letter to a family member or family friend inviting them to visit the class to talk about their jobs.

Integration:

English/ Language Arts: 1.01

Social Studies: 2.01, 2.02

Math: 5.1

Health: ECH-SD.1

Standard 6: Knowledge and Skills to Achieve Career Goals

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

Learning Expectations

The student will

- 6.1 describe how interests, abilities and achievement relate to personal behavior and school performance.
- 6.2 practice listening and working together in teams.
- 6.3 demonstrate conflict management skills with peers and adults.
- 6.4 discuss how school habits relate to job habits.
- 6.5 identify how school performance relates to the world of work.
- 6.6 use technology and other sources to identify personal likes and dislikes.

Performance Indicators

At Level 1, the student will be able to

- use appropriate self-management skills in the classroom.
- recognize the importance of school attendance.

At Level 2, the student will be able to

- identify appropriate school/work habits.
- demonstrate the ability to work together.
- explore conflict management skills.
- use technology and community resources to discover the world of work.

At Level 3, the student will be able to

- explore the relationship of achievement in school to the world of work.
- use conflict management skills.

Sample Task: Stoplight Exercise Practice the "Stoplight Exercise" for problem solving and conflict management. Explain that "red" means "stop and calm down," "yellow" for "think about the problem, and its solutions," and "green" for "go with a plan of action." Each student will make a stop sign as a reminder of the problem solving steps.

Integration:

English/Language Arts: 1.01

Social Studies: 2.01, 2.02

Math: 5.1

Health: ECH-SD.1,

Standard 7: Self Knowledge and Interpersonal Skills

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

Learning Expectations

The student will

- 7.1 demonstrate a positive attitude toward self as a unique person.
- 7.2 identify and express feelings.
- 7.3 distinguish between appropriate and inappropriate behaviors.
- 7.4 develop appropriate communication skills.
- 7.5 develop healthy friendships.
- 7.6 describe responsibilities in the family, school and community.
- 7.7 describe individual differences.

Performance Indicators

At Level 1, the student will be able to

- describe some physical and personal traits.
- illustrate activities one can do well.
- recognize the vocabulary associated with feelings.
- identify persons important to them.
- care for personal possessions.
- state likenesses and differences between themselves and others.

At level 2, the student will be able to

- display positive, respectful attitudes toward self and others.
- recognize likenesses and differences in self and others.
- describe feelings they have in various situations.
- share examples of growth and change.
- demonstrate cooperation during group time as well as one-on-one with peers and staff.
- demonstrate ways to make and keep friends.
- use behaviors which demonstrate respect for the feelings, property and interests of others.
- exhibit cooperation and sharing.
- learn to follow rules, directions and complete tasks.

At Level 3, the student will be able to

- demonstrate the ability to respect boundaries and personal privacy.
- recognize talents in self and others.
- explore character traits important in building friendships.

Sample Task: Rules Rights, Responsibility Discuss with students the connection between rules, personal rights and individual responsibilities.

Integration

English/Language Arts: 2.01, 2.02, 3.01, 3.02, 3.03, 3.04

Social Studies: 1.01, 1.02, 1.03, 4.03, 6.01, 6.02

Science: LS 4.2, 4.3, 5.1, 6.0

Math: 2.1

Health: ESMH-SD.1, 4; ECH- SD.1; FLS- SD.1, 2 ,3

Physical Education: 2.4, 3.3, 3.4, 3.5, 3.6, 4.5, 5.1, 5.5

Standard 8: Self Knowledge Applications

Students will make decisions, set goals, and take necessary action to achieve goals.

Learning Expectations

The student will

- 8.1 describe the steps in a planning, decision making and goal setting process.
- 8.2 identify possible consequences of decisions and choices.
- 8.3 identify a goal and an action plan.

Performance Indicators

At Level 1, the student will be able to

- develop plans for specific activities.
- describe decisions one may make.

At Level 2, the student will be able to

- discuss consequences of choices.
- discuss how behavioral choices affect the actions of others.
- identify ways to contribute to class-room goals.
- state personal goals.

At Level 3, the student will be able to

- state a decision making model.
- recognize personal qualities needed to achieve goals.

Sample Task: Decision Making Lead a classroom discussion about daily decisions (e.g. clothing, food, recreation). Discuss plans for the following day's activities and upcoming events for the week, month or school year. Generate examples of actions needed in order to achieve the desired outcomes for these events.

Integration

English/Language Arts: 2.02

Health: ESMH-SD.4

Physical Education: 3.1, 3.2

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

Learning Expectations

The student will

- 9.1 practice appropriate coping skills.
- 9.2 identify community helpers.
- 9.3 identify safe and healthy choices.
- 9.4 identify threats to personal safety.

Performance Indicators

At Level 1, the student will be able to

- discuss safety rules and laws.
- recite emergency contact information.
- recognize differences between appropriate and inappropriate physical contact.
- name helpers in the school and community.

At Level 2, the student will be able to

- demonstrate the ability to respect boundaries, rights, and personal privacy.
- identify resources in the home, school, community.
- know when, where, and how to seek help.
- discuss how rules and laws keep us safe.
- demonstrate the differences in appropriate and inappropriate methods of expressing anger.
- recognize situations that should be reported to trusted adults.
- discuss substances that can be hazardous.

At Level 3, the student will be able to

- express the ability to say no to peer pressure.
- recognize outward indicators of emotion.
- describe bullying and teasing.
- discuss consequences of both healthy and harmful choices.

Sample Task: Discuss and role-play effective and appropriate ways to respond to "put-downs, compliments, and kind responses." Discuss alternative approaches to resolving conflict non-violently.

Read " The Meanest Thing" by Bill Cosby or "Let's Talk About Teasing" by Joy Berry and discuss the book with the class.

Integration

English/Language Arts: 1.12, 2.02, 2.09

Social Studies: 3.02, 4.03, 4.04, 6.01, 6.02

Science: LS 2.4

Math: 5.0

Health: ESMH-SD.1, 3; FLS-SD 3; SUA-SD.2; DP-SD.1; PHRF-SD.1; PSFA-SD.3

Physical Education: 3.

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Social Studies: 2.01, 2.02

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Physical Education: 3.6