

## ACKNOWLEDGEMENT

### GUIDANCE & COUNSELING CURRICULUM

The following people served on the **Life Skills Curriculum Review Committee** in 2010:

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In June 2010, the committee met with the Ravalli Curriculum Consortium for 8 hours of curriculum clarification and development. The committee reviewed current practices, existing curriculum from Arlee, curriculum guides from other districts, the National Standards, and the Montana Standards. The curriculum guide which follows is the culmination of this work.

Gratitude and appreciation are extended to the individual committee members for their hard work and dedication.

### DEVELOPMENTAL CROSSWALKING TOOL/CHECKLIST

<b><u>Academic Development</u></b>			
<b><u>Content Standard 1:</u></b> <b>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.1.1 Understand when to ask for help.			
K.1.2 Learn to accept their mistakes as a part of learning.			
1.1.1 Know how to appropriately get the teacher's attention.			
1.1.2 Children will state what they have learned.			
2.1.1 Begin to recognize good work.			
2.1.2 Use appropriate communication skills when asking for help.			
2.1.3 Begin to accept mistakes as a part of success in life.			
2.1.4 List responsibilities in the classroom and school.			
3.1.1 Describe the relationship between learning and effort.			
3.1.2 Learn that mistakes are a part of progress.			
3.1.3 Explain and recognize the responsibility for their actions.			
4.1.1 Demonstrate responsibility for his/her own learning.			
4.1.2 Describe how you have learned from your mistakes.			
4.1.3 Describe the relationships among ability, effort, and achievement.			
5.1.1 Demonstrate good study habits.			
5.1.2 Practice effective speaking listening and inquiring skills.			

5.1.3	Students will demonstrate the ability to work independently and cooperatively with other students.			
5.1.4	Students will accept mistakes as essential to the learning process.			
5.1.5	Students will take pride in work and achievement.			
6.1.1	Students will identify attitudes and behaviors that will lead to successful learning.			
6.1.2	Students will take responsibility for their actions.			
6.1.3	Students will learn to organize and manage multiple subjects			
7.1.1	Recognize information and support are available from faculty, staff, family, and peers.			
7.1.2	Apply time and task management skills.			
7.1.3	Identify ways to develop study habits and test taking skills.			
8.1.1	Students will explore a broad range of interests and abilities			
8.1.2	Students will be able to develop a High school academic plan			
8.1.3	Participation in experiences that assist with the educational transition to high school			
H.1.1	Practice effective speaking, listening, and inquiring skills.			
H.1.2	Demonstrate appropriate methods for study habits and test taking skills.			
H.1.3	Identify one's own learning style.			
H.1.4	Share knowledge in multiple contexts.			

<b><u>Academic Development</u></b>				
<b><u>Content Standard 2:</u> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</b>		<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.2.1	Be introduced to the concept of independent learning.			
1.2.1	Learn to listen with their whole body.			
1.2.2	Learn where to go to get help.			
2.2.1	Demonstrate a positive attitude regarding their strengths.			
2.2.2	Describe attitudes needed to succeed in school each day.			
2.2.3	Expand support network in school.			
3.2.1	Describe the skills and attitudes needed to achieve in school.			
3.2.2	Learn to use peer support.			
4.2.1	Describe their interests and beliefs that help to motivate them in the school setting.			
4.2.2	Demonstrate the skills and attitude needed to achieve in school.			
4.2.3	Describe how parents, relatives, adult friends, and neighbors can provide career information.			
5.2.1	Demonstrate the motivation to achieve individual potential.			
5.2.2	Apply study skills necessary for academic success.			

5.2.3	Seek information and support from faculty, staff, family and peers.			
5.2.4	Demonstrate a goal setting process.			
5.2.5	Use problem-solving and decision-making to assess progress toward educational goals.			
6.2.1	Students will understand the relationship between academic success and future options			
6.2.2	Recognize the importance of participating in extra-curricular, tribal and community opportunities to enhance school experience.			
6.2.3	Develop, utilize, and revise a personalized method of time management, organizational strategies, and study skills.			
7.2.1	Students will understand the relationship between subjects in school and future options.			
7.2.2	Students will recognize the importance of challenging and developing their natural talents and abilities.			
8.2.1	Students will learn to manage multiple time demands.			
8.2.2	Students will recognize the importance of completing high school.			
8.2.3	Participate in experiences that assist with the educational transition to high school.			
8.2.4	Students will explore academic options relating to their post secondary choices.			
H.2.1	Develop a four (4) year academic plan.			
H.2.2	Monitor own academic progress and goals.			
H.2.3	Consider post-secondary options consistent with interest, achievement, aptitudes, and ability.			
H.2.4	Participate in classroom activities that apply critical thinking and problem solving techniques to assist in post-secondary options.			
<b><u>Academic Development</u></b>				
<b><u>Content Standard 3</u></b> <b>Students will understand the relationship of academics to the world of work, and to life at home and in the community.</b>		<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.3.1	Share academic experiences with other grade levels.			
1.3.1	Use academic skills in the community.			
2.3.1	Participate in service learning in the community.			
3.3.1	Identify work roles to gain an understanding why people work.			
3.3.2	Participate in service learning in the community.			
4.3.1	Become aware of the process of identifying personal attributes and matching them to careers.			
4.3.2	Participate in service learning in the community.			
5.3.1	Students will learn to utilize planning activities to organize and prioritize.			

5.3.2	Apply components of educational success and its relationship to work.			
6.3.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.			
6.3.2	Understand the value of hobbies and benefits of extra-curricular activities.			
6.3.3	Apply components of educational success and its relationship to work			
7.3.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.			
7.3.2	Identify importance of personal skills and attitudes to future success.			
7.3.3	Use problem solving and decision making skills to assess progress toward educational goals.			
8.3.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.			
8.3.2	Learn the importance of applying critical thinking skills and how they relate to future goals.			
8.3.3	Demonstrate how school success is the preparation to make the transition from student to community member.			
8.3.4	Apply knowledge of aptitudes and interests to goal setting.			
H.3.1	Apply components of educational success and its relationship to work.			
H.3.2	Maintain a performance portfolio.			
H.3.3	Develop a yearly academic schedule to enhance future career, family, and community opportunities.			

<b><u>Academic Development</u></b>			
<b><u>Content Standard 4</u></b>			
<b>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</b>		<b>K-4</b>	<b>5-8</b>
		<b>9-12</b>	
K.4.1	Learn to make decisions.		
K.4.2	Learn to work together.		
1.4.1	Learn to make choices.		
1.4.2	Learn how to cooperate with one another.		
2.4.1	Begin working in cooperative learning groups.		

2.4.2	Define what goals are.			
2.4.3	List activities they enjoy.			
3.4.1	Practice interacting cooperatively in groups.			
3.4.2	State personal goals.			
3.4.3	Identify ways they contribute to class goals.			
3.4.4	Identify jobs they may be interested in when they grow up.			
3.4.5	Realize the difficulty of choosing between two desirable alternatives.			
4.4.1	Demonstrate how to interact cooperatively in groups.			
4.4.2	Evaluate your personal goals.			
4.4.3	Evaluate your contribution to class goals.			
4.4.4	Identify work activities of personal interest.			
5.4.1	Recognize natural talents, skills and attitudes in relation to future success			
5.4.2	Develop hobbies and interests			
5.4.3	Understand the relationship between hobbies/ interests and careers			
5.4.4.	Describe how subjects in school relate to work/careers			
6.4.1	Understand the importance of planning and setting goals			
6.4.2	Utilize time and task management skills			
6.4.3	Recognize how careers relate to the needs and functions of society			
7.4.1	Apply time and task management skills			
7.4.2	Identify educational needs related to their abilities, interests, talents, values, and career goals.			
7.4.3	Understand the importance of planning and setting goals			
7.4.4	Describe personal qualities necessary in getting and keeping a job			
8.4.1	Demonstrate the ability to report through research knowledge of the world of work.			
8.4.2	Complete a career interest inventory			
8.4.3	Select high school courses that help meet needs, interests, and tentative career goals.			
H.4.1	Develop awareness in the area of careers.			
H.4.2	Develop a flexible four (4) year plan			
H.4.3	Make appropriate educational choices based on interests, abilities, aptitudes, and aspirations.			
H.4.4	Understand the importance of developing leisure time interests for now and in the future.			
H.4.5	Include in their portfolios items that demonstrate job readiness skills, such as preparing a resume and completing job applications.			
H.4.6	Learn about the rights and responsibilities of employers and employees.			

H.4.7 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.			
H.4.8 Learn to respect individual uniqueness in the workplace.			

<b><u>Academic Development</u></b>			
<b><u>Content Standard 5</u></b> <b>Students will employ strategies to achieve future career goals with success and satisfaction.</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.5.1 Know about different jobs in the community.			
1.5.1 Share the jobs their family has with others.			
2.5.1 Describe community jobs.			
2.5.2 Describe those things that are important to them in school, tribe and community.			
3.5.1 List different jobs/workers and their contribution to their community.			
4.5.1 Identify occupations according to whether they deal with data, people, or things.			
5.5.1 Develop an awareness of family and community career trends			
5.5.2 Research and describe career of interest/disinterest.			
5.5.3 Identify advantages and disadvantages of various careers			
6.5.1 Learn about the variety of traditional and nontraditional occupations			
6.5.2 Learn how to interact and work cooperatively in teams			
7.5.1 Develop hobbies and vocational interests			
7.5.2 Participate in academic, tribal and community extracurricular activities to expand skills and interests			
8.5.1 Learn how to use the internet to access career planning information			
8.5.2 Use research and information resources to obtain career information			
8.5.3 Apply decision-making skills to high school planning, course selection and career connections			
H.5.1 Be introduced to the appropriate exams, tests, and criteria for post secondary entrance.			
H.5.2 Maintain a career planning portfolio.			
H.5.3 Be introduced to job shadowing, internships, and work experience programs.			
H.5.4 Research and develop a classroom project or paper about 2 or 3 careers of interest.			

<b><u>Academic Development</u></b>			
<b><u>Content Standard 6</u></b> <b>Students will understand the relationship between personal qualities, education, training and the world of work.</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.6.1 Know it's important to get along with others.			
1.6.1 Identify alternative responses to solve conflicts.			
1.6.2 Recognize different careers in the world of work.			
2.6.1 Describe personal likes and dislikes.			
2.6.2 Learn to use conflict management skills.			
2.6.3 Identify different group roles.			
3.6.1 Work cooperatively as a team member on class projects (i.e. complete assigned tasks, be prepared, listen to the ideas of others).			
3.6.2 Describe reasons for personal likes and dislikes.			
3.6.3 Support others in their use of conflict management skills.			
4.6.1 List ways to work cooperatively in a group.			
4.6.2 Describe the meaning of values and those things that are important to them in school, tribe, home and community.			
4.6.3 Analyze the similarities and differences between competition and cooperation.			
5.6.1 Understand the relationship between hobbies and interests and the world of work			
5.6.2 Practice using conflict management skills			
5.6.3 Understand the relationship between school work/roles to the world of work.			
6.6.1 Understand the relationship between educational achievement and career success			
6.6.2 Investigate how work can help to achieve personal success and satisfaction			
6.6.3 Understand the changing workplace requires lifelong learning and acquiring new skills			
7.6.1 Understand the importance of gender equity and access to career choices			
7.6.2 Explain how work can help to achieve personal success and satisfaction			
7.6.3 Apply the use of conflict management skills			
8.6.1 Understand the importance of gender equity and access to career choices			
8.6.2 Apply the use of conflict management skills			
8.6.3 Understand how personal interests and natural talents relate to future career choices			
H.6.1 Understand how completing high school will better prepare them to continue their education/training (vocational, technical,			



military, college).			
H.6.2 Understand the effect of work on lifestyle.			
H.6.3 Understand the implications of stereotypical gender issues as it relates to careers.			

<b>Academic Development</b>			
<b><u>Content Standard 7</u></b> <b>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.7.1 Name a variety of feelings (happy, sad, mad, etc.)			
K.7.2 Start to respect personal boundaries and differences.			
1.7.1 Identify what they like about themselves.			
1.7.2 Learn to identify and express feeling words.			
1.7.3 Be taught rules and understand the need for them.			
1.7.4 Learn how to make and keep friends.			
1.7.5 Respect personal boundaries and differences.			
1.7.6 Describe one's own family structure.			
2.7.1 Role-play how to react to feelings, self, and others.			
2.7.2 Identify appropriate and inappropriate behavior.			
2.7.3 Learn strategies for self-control.			
2.7.4 Understand the need for boundaries.			
2.7.5 Become aware that groups have norms and expectations.			
2.7.6 Become aware that everyone has responsibilities in a family, school, tribe or community.			
2.7.7 Describe customs of various cultures, including their own.			
3.7.1 Demonstrate awareness of their feelings and others in various situations.			
3.7.2 Become aware of how they manage their feelings.			
3.7.3 Recognize their feelings while they are experiencing them.			
3.7.4 Demonstrate skills to handling emotions.			
3.7.5 State personal goals.			
3.7.6 Identify ways they contribute to class goals.			
3.7.7 State their responsibilities in a family, school, tribe and community.			
3.7.8 Identify individual differences and cultural diversity.			
4.7.1 Describe positive characteristics about self as seen by self and others.			
4.7.2 Give examples of how he or she is important to self and others.			
4.7.3 Demonstrate self discipline in situations where managing feelings is difficult.			
4.7.4 Describe why it is important to take care of emotions.			
4.7.5 Demonstrate and identify social behaviors that encourage acceptance of others.			
4.7.6 Identify specific characteristics in others they like/dislike and admire/do not admire.			
5.7.1 Develop a positive attitude of self as a worthy person			
5.7.2 Identify and express feelings			
5.7.3 Distinguish between appropriate and inappropriate behaviors			

5.7.4	Recognize personal boundaries, rights and privacy needs.			
5.7.5	Demonstrate cooperative behavior in groups			
6.7.1	Identify values, attitudes, and beliefs			
6.7.2	Understand change as a part of growth			
6.7.3	Identify non-verbal communication			
7.7.1	Demonstrate ways to build a positive self-esteem			
7.7.2	Identify and express feelings of self and others			
7.7.3	Identify skills needed for self control			
7.7.4	Know that communication involves speaking, listening and nonverbal behavior			
8.7.1	Understand the need for self-control and how to practice it			
8.7.2	Recognize and acknowledge cultural diversity			
8.7.3	Demonstrate cooperative behavior in groups			
8.7.4	Understand personal boundaries, rights and privacy needs			
8.7.5	Use effective communication skills			
8.7.6	Respect alternative points of view			
H.7.1	Take coursework that includes the identification and discussion of personal, social, and family roles.			
H.7.2	Participate in class work to assist in the recognition of ethnic and cultural diversity.			
H.7.3	Identify feelings and ways to express them appropriately.			

<b>Academic Development</b>			
<b><u>Content Standard 8</u></b> <b>Students will make decisions, set goals, and take necessary action to achieve goals.</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
K.8.1 Learn the difference between tattling and asking for help.			
1.8.1 Associate consequences with choices.			
2.8.1 Demonstrate for every choice there is a consequence.			
2.8.2 Become aware of how people help each other and make decisions.			
3.8.1 Demonstrate good work habits in school.			
3.8.2 Identify various choices in problem solving.			
4.8.1 Define and explain the importance of each step in decision making and problem solving processes.			
4.8.2 Understand positive and negative consequences of decisions.			
5.8.1 Identify ways to express feeling appropriately			
5.8.2 Identify ways to get help from others			
5.8.3 Know how to use conflict resolution skills			
6.8.1 Know when peer pressure is influencing a decision			
6.8.2 Use a decision- making and problem-solving model			
6.8.3 Develop effective coping skills for dealing with problems			
6.8.4 Know how to use conflict resolution skills			
7.8.1 Identify long and short term goals			
7.8.2 Know how to use conflict resolution skills			
7.8.3 Use a decision- making and problem-solving model			
7.8.4 Practice effective coping skills for dealing with problems			
8.8.1 Apply conflict resolution skills			
8.8.2 Evaluate alternative ways of achieving a goal			
8.8.3 Know when peer pressure is influencing a decision			
H.8.1 Demonstrate understanding of a decision making/problem solving process through multiple instructional processes.			
H.8.2 Demonstrate responsibility in home, school, tribe and community settings.			
H.8.3 Identify ways to get help from others.			

<b>Academic Development</b>			
<b><u>Content Standard 9</u></b> <b>Students will understand safety and survival skills.</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
	K.9.1 Be able to identify differences between friends and strangers and interact accordingly.		
K.9.2 Begin learning personal information (i.e., telephone number, address, emergency contact information.)			
1.9.1 Demonstrate learning of personal information (i.e. telephone number, home address, emergency contact information).			
1.9.2 Learn personal safety regarding strangers.			
2.9.1 Learn the difference between appropriate and inappropriate physical, verbal, and emotional behavior.			
2.9.2 Demonstrate positive anger management skills.			
2.9.3 Know what drugs are and what they can do to people.			
2.9.4 Introduce through role play what bullying is and how to deal with it.			
3.9.1 Use behaviors that demonstrate respect for the feelings, property, and interests of others.			
3.9.2 Demonstrate healthy ways to manage conflict, stress, and emotions.			
3.9.3 Understand the meaning of substance use and abuse.			
3.9.4 List strategies for dealing with bullies.			
3.9.5 Recognize and list appropriate and inappropriate forms of physical, emotional, and verbal behavior.			
4.9.1 Describe the emotional and physical dangers of substance use and abuse.			
4.9.2 Differentiate between situations requiring peer support and those requiring adult help.			
4.9.3 List coping skills for managing life events.			
4.9.4 Demonstrate assertive responses to handle personal space.			
5.9.1 Apply effective problem-solving and decision-making skills to make safe and healthy choices			
5.9.2 Compare the difference between appropriate and inappropriate physical contact			
5.9.3 Differentiate between situations requiring peer support and situations requiring adult help			
6.9.1 Apply skills for dealing with bullying behavior and peer pressure			
6.9.2 Learn about the emotional and physical dangers of substance use and abuse			
6.9.3 Compare ways to cope with peer pressure			
7.9.1 Account for the relationship between rules, laws, safety, and the			

	protection of an individual's rights.			
7.9.2	Create techniques for managing stress			
7.9.3	Compare the difference between appropriate and inappropriate physical contact			
7.9.4	Recognize the forms of abuse and harassment			
8.9.1	Recognize thoughts/ideas of self-destructive behaviors and sources of intervention			
8.9.2	Create techniques for managing stress			
8.9.3	Apply effective problem-solving and decision-making skills to make safe and healthy choices			
8.9.4	Assess resource people in the school tribe, and know how to seek their help			
8.9.5	Learn about the emotional and physical dangers of substance use and abuse			
8.9.6	Account for the relationship between rules, laws, safety, and the protection of an individual's rights			
8.9.7	Recognize bullying/harassment and practice ways to cope			
8.9.8	Differentiate between situations requiring peer support and situations requiring adult help			
H.9.1	Learn the relationship between rules, laws, safety, and the protection of an individual's rights. (e.g., government and health classes)			
H.9.2	Be instructed where and how to locate community, tribal and school resources.			
H.9.3	Recognize and understand multiple forms of abuse and sexual harassment through guest speakers, assemblies, classroom instruction, and student handbook.			
H.9.4	Be given examples of situations that require peer support and those requiring adult professional help (e.g. divorce, death, and personal trauma).			

**Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

**Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation-End of Grade 12</b>
<ol style="list-style-type: none"><li>1. Take pride in work and in achievement.</li><li>2. Use communication skills to know when and how to ask for help when needed.</li><li>3. Accept mistakes as essential to the learning process.</li><li>4. Demonstrate how effort and persistence positively affect learning.</li><li>5. Take responsibility for their actions.</li></ol>	<ol style="list-style-type: none"><li>1. Display a positive interest in learning.</li><li>2. Apply time management and task management skills.</li><li>3. Develop a broad range of interests and abilities.</li><li>4. Articulate feelings of competence and confidence as a learner</li><li>5. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.</li></ol>	<ol style="list-style-type: none"><li>1. Identify attitudes and behaviors which lead to successful learning.</li><li>2. Apply knowledge of learning styles to positively influence school performance.</li><li>3. Demonstrate dependability, productivity, and initiative.</li><li>4. Share knowledge.</li></ol>

**Content Standard 2:**

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

**Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation-End of Grade 12</b>
<ol style="list-style-type: none"><li>1. Demonstrate the motivation to achieve individual potential.</li><li>2. Understand the relationship between classroom performance and success in school.</li><li>3. Seek information and support from faculty, staff, family, and peers.</li></ol>	<ol style="list-style-type: none"><li>1. Apply the study skills necessary for academic success.</li><li>2. Use assessment results in educational planning.</li><li>3. Apply knowledge of aptitudes and interests to goal setting.</li><li>4. Use knowledge of learning styles to positively influence school performance.</li><li>5. Become self-directed and independent learners.</li></ol>	<ol style="list-style-type: none"><li>1. Learn and apply critical thinking skills.</li><li>2. Organize and apply academic information from a variety of sources.</li><li>3. Develop and implement an annual plan of study to maximize academic ability and achievement.</li><li>4. Use problem-solving and decision-making skills to assess progress toward educational goals.</li><li>5. Identify postsecondary options consistent with interest, aptitude, achievement, and abilities.</li><li>6. Establish challenging academic</li></ol>

		goals at each grade level.
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### **Content Standard 3**

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

#### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation-End of Grade 12</b>
<ol style="list-style-type: none"> <li>1. Seek co-curricular, cultural and community experiences to enhance the school experience.</li> <li>2. Understand the relationship between learning and work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how school success and academic achievement enhance future career and avocation opportunities.</li> <li>2. Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand that school success is the preparation to make the transition from student to community member.</li> <li>2. Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.</li> </ol>

### **Content Standard 4**

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

#### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation-End of Grade 12</b>
<ol style="list-style-type: none"> <li>1. Learn how to interact and work cooperatively in teams.</li> <li>2. Learn to make decisions.</li> <li>3. Learn how to set goals.</li> <li>4. Develop hobbies and interests.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a positive attitude toward work and learning.</li> <li>2. Develop an awareness of personal abilities, skills, interests, and motivations.</li> <li>3. Understand the importance of planning.</li> <li>4. Utilize time and task management skills.</li> <li>5. Learn about the variety of traditional and nontraditional occupations.</li> <li>6. Acquire employability skills such as working on a team, problem-solving, and organizational skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pursue and develop competency in areas of interest.</li> <li>2. Balance between work and leisure time.</li> <li>3. Apply job readiness skills to seek employment opportunities.</li> <li>4. Demonstrate knowledge about the changing workplace.</li> <li>5. Understand the relationship between performance, attendance, and behavior as it relates to the workplace.</li> <li>6. Learn how to write a resume.</li> </ol>



		<ul style="list-style-type: none"> <li>7. Develop skills to locate, evaluate, and interpret career information.</li> <li>8. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.</li> </ul>
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**Content Standard 5**

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

**Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation-End of Grade 12
<ul style="list-style-type: none"> <li>1. Demonstrate knowledge of a variety of careers.</li> <li>2. Identify personal skills, interests, and abilities and relate them to current career choices.</li> </ul>	<ul style="list-style-type: none"> <li>1. Apply decision-making skills to career planning, and course selection.</li> <li>2. Describe traditional and nontraditional occupations and how these relate to career choice.</li> <li>3. Demonstrate awareness of the education and training needed to achieve career goals.</li> <li>4. Learn how to use the Internet to access career planning information.</li> </ul>	<ul style="list-style-type: none"> <li>1. Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.</li> <li>2. Select course work that is related to career interests.</li> <li>3. Assess and modify their educational plan to support career goals.</li> <li>4. Use research and information resources to obtain career information.</li> <li>5. Understand how changing economic and societal needs influence employment trends and future training.</li> <li>6. Maintain a career planning portfolio.</li> <li>7. Demonstrate knowledge of the career planning process.</li> </ul>

**Content Standard 6**

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

**Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation-End of Grade 12
<ul style="list-style-type: none"> <li>1. Learn to work cooperatively with others as a team member.</li> </ul>	<ul style="list-style-type: none"> <li>1. Introduce how interests, abilities, and achievement</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand that the changing workplace requires lifelong</li> </ul>

<ol style="list-style-type: none"> <li>2. Identify personal preferences and interests.</li> <li>3. Learn how to use conflict management skills with peers.</li> </ol>	<p>relate to achieving personal, social, educational, and career goals.</p> <ol style="list-style-type: none"> <li>2. Understand the relationship between educational achievement and career success.</li> <li>3. Explain how work can help to achieve personal success and satisfaction.</li> <li>4. Understand that work is an important and satisfying means of personal expression.</li> <li>5. Apply the use of conflict management skills.</li> </ol>	<p>learning and acquiring new skills.</p> <ol style="list-style-type: none"> <li>2. Describe the effect of work on lifestyle.</li> <li>3. Understand the importance of equity and access in career choice.</li> <li>4. Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experience.</li> </ol>
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**Content Standard 7**

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

**Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation-End of Grade 12
<ol style="list-style-type: none"> <li>1. Recognize and respect differences in various family configurations.</li> <li>2. Develop a positive attitude toward self as a unique and worthy person.</li> <li>3. Identify and express feelings.</li> <li>4. Distinguish between appropriate and inappropriate behaviors.</li> <li>5. Learn how to make and keep friends.</li> <li>6. Understand the need for self-control and how to practice it.</li> <li>7. Learn the goal-setting process.</li> <li>8. Learn personal boundaries, rights and privacy needs.</li> <li>9. Learn cooperative behavior in groups.</li> <li>10. Recognize that everyone has rights and responsibilities.</li> <li>11. Recognize, accept, respect, and appreciate individual differences.</li> <li>12. Recognize, accept, and appreciate ethnic and cultural diversity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify values, attitudes, and beliefs.</li> <li>2. Understand change as a part of growth.</li> <li>3. Respect alternative points of view.</li> <li>4. Use effective communication skills.</li> <li>5. Know that communication involves speaking, listening, and nonverbal behavior.</li> <li>6. Recognize personal boundaries, rights, and privacy needs.</li> <li>7. Demonstrate cooperative behavior in groups.</li> <li>8. Identify personal strengths and assets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and discuss changing personal and social roles.</li> <li>2. Identify and recognize changing family roles.</li> <li>3. Recognize and acknowledge ethnic and cultural diversity.</li> </ol>

## **Content Standard 8**

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

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation-End of Grade 12</b>
<ol style="list-style-type: none"><li>1. Understand consequences of decisions and choices.</li><li>2. Demonstrate when, where, and how to seek help for solving problems and making decisions.</li></ol>	<ol style="list-style-type: none"><li>1. Use a decision-making and problem-solving model.</li><li>2. Identify and apply alternative solutions to a problem.</li><li>3. Develop effective coping skills for dealing with problems.</li><li>4. Know when peer pressure is influencing a person.</li></ol>	<ol style="list-style-type: none"><li>1. Develop an action plan to set and achieve realistic goals.</li><li>2. Identify long-term and short-term goals.</li><li>3. Identify and implement alternative ways of achieving goals.</li></ol>

## **Content Standard 9**

Students will understand safety and survival skills.

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation-End of Grade 12</b>
<ol style="list-style-type: none"><li>1. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact.)</li><li>2. Learn the difference between appropriate and inappropriate physical contact.</li><li>3. Learn to assert boundaries, rights, and personal privacy.</li><li>4. Learn techniques for managing stress and conflict.</li><li>5. Learn coping skills for managing life events.</li><li>6. Learn what drugs and alcohol are and what they can do to people.</li><li>7. Recognize and understand bullying behavior and how to address it.</li><li>8. Learn about abuse and harassment.</li></ol>	<ol style="list-style-type: none"><li>1. Differentiate between situations requiring peer support and situations requiring adult professional help.</li><li>2. Apply effective problem-solving and decision-making skills to make safe and healthy choices.</li><li>3. Learn about the emotional and physical dangers of substance use and abuse.</li><li>4. Learn how to cope with peer pressure.</li><li>5. Apply skills for dealing with bullying behavior.</li><li>6. Recognize the forms of abuse and harassment.</li><li>7. Recognize thoughts/ideas of self-destructive behaviors and sources of intervention.</li></ol>	<ol style="list-style-type: none"><li>1. Understand the relationship between rules, laws, safety, and the protection of an individual's rights.</li><li>2. Identify resource people in the school, tribe and community, and know how to seek their help.</li><li>3. Recognize and understand multiple forms of abuse and sexual harassment.</li><li>4. Understand thoughts/ideas may lead to self-destructive behaviors and understand when and how to seek intervention.</li></ol>

# **COUNSELING CURRICULUM: KINDERGARTEN**

## **Academic Development**

### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- K.1.3 Understand when to ask for help.
- K.1.4 Learn to accept their mistakes as a part of learning.

### **Content Standard 2:**

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

Students will:

- K.2.1. Be introduced to the concept of independent learning.

### **Content Standard 3**

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

Students will:

- K.3.1 Share academic experiences with other grade levels.

## **Career**

### **Content Standard 4**

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

Students will:

- K.4.1 Learn to make decisions.
- K.4.2 Learn to work together.

### **Content Standard 5**

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

Students will:

- K.5.1 Know about different jobs in the community.

### **Content Standard 6**

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

Students will:

- K.6.1 Know it's important to get along with others.

### **Personal/Social**

### **Content Standard 7**

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

Students will:

- K.7.1 Name a variety of feelings (happy, sad, mad, etc.)
- K.7.2 Start to respect personal boundaries and differences.

### **Content Standard 8**

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

Students will:

- K.8.1 Learn the difference between tattling and asking for help.

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- K.9.1 Be able to identify differences between friends and strangers and interact accordingly.
- K.9.2 Begin learning personal information (i.e., telephone number, address, emergency contact information.)

# **COUNSELING CURRICULUM: GRADE ONE**

## **Academic Development**

### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 1.1.1 Know how to appropriately get the teacher's attention.
- 1.1.2 State what they have learned.

### **Content Standard 2:**

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

Students will:

- 1.2.1 Learn to listen with their whole body.
- 1.2.2 Learn where to go to get help.

### **Content Standard 3**

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

Students will:

- 1.3.1 Use academic skills in the community.

## **Career**

### **Content Standard 4**

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

Students will:

- 1.4.1 Learn to make choices.
- 1.4.2 Learn how to cooperate with one another.

### **Content Standard 5**

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

Students will:

- 1.5.1 Share the jobs their family has with others.

### **Content Standard 6**

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

Students will:

- 1.6.1 Identify alternative responses to solve conflicts.
- 1.6.2 Recognize different careers in the world of work.

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 1.7.1 Identify what they like about themselves.
- 1.7.2 Learn to identify and express feeling words.
- 1.7.3 Be taught rules and understand the need for them.
- 1.7.4 Learn how to make and keep friends.
- 1.7.5 Respect personal boundaries and differences.
- 1.7.6 Describe one's own family structure.

### **Content Standard 8**

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

Students will:

- 1.8.1 Associate consequences with choices.

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 1.9.1 Demonstrate learning of personal information (i.e. telephone number, home address, emergency contact information).
- 1.9.2 Learn personal safety regarding strangers.

## **COUNSELING CURRICULUM: GRADE TWO**

### **Academic Development**

#### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 2.1.1 Begin to recognize good work.
- 2.1.2 Use appropriate communication skills when asking for help.
- 2.1.3 Begin to accept mistakes as a part of success in life.
- 2.1.4 List responsibilities in the classroom and school.

#### **Content Standard 2:**

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

Students will:

- 2.2.1 Demonstrate a positive attitude regarding their strengths.
- 2.2.2 Describe attitudes needed to succeed in school each day.
- 2.2.3 Expand support network in school.

#### **Content Standard 3**

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

Students will:

- 2.3.1 Participate in service learning in the community.

### **Career**

#### **Content Standard 4**

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

Students will:

- 2.4.1 Begin working in cooperative learning groups.
- 2.4.2 Define what goals are.
- 2.4.3 List activities they enjoy.

#### **Content Standard 5**

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

Students will:



- 2.5.1 Describe community jobs.
- 2.5.2 Describe those things that are important to them in school, tribe and community.

### **Content Standard 6**

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

Students will:

- 2.6.1 Describe personal likes and dislikes.
- 2.6.2 Learn to use conflict management skills.
- 2.6.3 Identify different group roles.

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 2.7.1 Role-play how to react to feelings, self, and others.
- 2.7.2 Identify appropriate and inappropriate behavior.
- 2.7.3 Learn strategies for self-control.
- 2.7.4 Understand the need for boundaries.
- 2.7.5 Become aware that groups have norms and expectations.
- 2.7.6 Become aware that everyone has responsibilities in a family, school, tribe or community.
- 2.7.7 Describe customs of various cultures, including their own.

### **Content Standard 8**

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

Students will:

- 2.8.1 Demonstrate for every choice there is a consequence.
- 2.8.2 Become aware of how people help each other and make decisions.

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 2.9.1 Learn the difference between appropriate and inappropriate physical, verbal, and emotional behavior.
- 2.9.2 Demonstrate positive anger management skills.
- 2.9.3 Know what drugs are and what they can do to people.
- 2.9.4 Introduce through role play what bullying is and how to deal with it.

# **COUNSELING CURRICULUM: GRADE THREE**

## **Academic Development**

### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 3.1.1 Describe the relationship between learning and effort.
- 3.1.2 Learn that mistakes are a part of progress.
- 3.1.3 Explain and recognize the responsibility for their actions.

### **Content Standard 2:**

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

Students will:

- 3.2.1 Describe the skills and attitudes needed to achieve in school.
- 3.2.2 Learn to use peer support.

### **Content Standard 3**

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

Students will:

- 3.3.1 Identify work roles to gain an understanding why people work.
- 3.3.2 Participate in service learning in the community.

## **Career**

### **Content Standard 4**

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

Students will:

- 3.4.1 Practice interacting cooperatively in groups.
- 3.4.2 State personal goals.
- 3.4.3 Identify ways they contribute to class goals.
- 3.4.4 Identify jobs they may be interested in when they grow up.
- 3.4.5 Realize the difficulty of choosing between two desirable alternatives.

### **Content Standard 5**

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

Students will:

- 3.5.1 List different jobs/workers and their contribution to their community.

### **Content Standard 6**

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

Students will:

- 3.6.1 Work cooperatively as a team member on class projects (i.e. complete assigned tasks, be prepared, listen to the ideas of others).
- 3.6.2 Describe reasons for personal likes and dislikes.
- 3.6.3 Support others in their use of conflict management skills.

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 3.7.1 Demonstrate awareness of their feelings and others in various situations.
- 3.7.2 Become aware of how they manage their feelings.
- 3.7.3 Recognize their feelings while they are experiencing them.
- 3.7.4 Demonstrate skills to handling emotions.
- 3.7.5 State personal goals.
- 3.7.6 Identify ways they contribute to class goals.
- 3.7.7 State their responsibilities in a family, school, tribe and community.
- 3.7.8 Identify individual differences and cultural diversity.

### **Content Standard 8**

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

Students will:

- 3.8.1 Demonstrate good work habits in school.
- 3.8.2 Identify various choices in problem solving.

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 3.9.1 Use behaviors that demonstrate respect for the feelings, property, and interests of others.
- 3.9.2 Demonstrate healthy ways to manage conflict, stress, and emotions.
- 3.9.3 Understand the meaning of substance use and abuse.
- 3.9.4 List strategies for dealing with bullies.
- 3.9.5 Recognize and list appropriate and inappropriate forms of physical, emotional, and verbal behavior.

# **COUNSELING CURRICULUM: GRADE FOUR**

## **Academic Development**

### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 4.1.1 Demonstrate responsibility for his/her own learning.
- 4.1.2 Describe how you have learned from your mistakes.
- 4.1.3 Describe the relationships among ability, effort, and achievement.

### **Content Standard 2:**

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

Students will:

- 4.2.1 Describe their interests and beliefs that help to motivate them in the school setting.
- 4.2.2 Demonstrate the skills and attitude needed to achieve in school.
- 4.2.3 Describe how parents, relatives, adult friends, and neighbors can provide career information.

### **Content Standard 3**

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

Students will:

- 4.3.1 Become aware of the process of identifying personal attributes and matching them to careers.
- 4.3.2 Participate in service learning in the community.

## **Career**

### **Content Standard 4**

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

Students will:

- 4.4.1 Demonstrate how to interact cooperatively in groups.
- 4.4.2 Evaluate your personal goals.
- 4.4.3 Evaluate your contribution to class goals.
- 4.4.4 Identify work activities of personal interest.

### **Content Standard 5**

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

Students will:

- 4.5.1 Identify occupations according to whether they deal with data, people, or things.

### **Content Standard 6**

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

Students will:

- 4.6.1 List ways to work cooperatively in a group.
- 4.6.2 Describe the meaning of values and those things that are important to them in school, home, culture and community.
- 4.6.3 Analyze the similarities and differences between competition and cooperation.

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 4.7.1 Describe positive characteristics about self as seen by self and others.
- 4.7.2 Give examples of how he or she is important to self and others.
- 4.7.3 Demonstrate self discipline in situations where managing feelings is difficult.
- 4.7.4 Describe why it is important to take care of emotions.
- 4.7.5 Demonstrate and identify social behaviors that encourage acceptance of others.
- 4.7.6 Identify specific characteristics in others they like/dislike and admire/do not admire.

### **Content Standard 8**

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

Students will:

- 4.8.1 Define and explain the importance of each step in decision making and problem solving processes.
- 4.8.2 Understand positive and negative consequences of decisions.

**Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 4.9.1 Describe the emotional and physical dangers of substance use and abuse.
- 4.9.2 Differentiate between situations requiring peer support and those requiring adult help.
- 4.9.3 List coping skills for managing life events.
- 4.9.4 Demonstrate assertive responses to handle personal space.

## **COUNSELING CURRICULUM: GRADE 5**

### **Academic Development**

#### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 5.1.1 Demonstrate good study habits
- 5.1.2 Practice effective speaking listening and inquiring skills
- 5.1.3 Students will demonstrate the ability to work independently and cooperatively with other students
- 5.1.4 Students will accept mistakes as essential to the learning process
- 5.1.5 Students will take pride in work and achievement

#### **Content Standard 2:**

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

Students will:

- 5.2.1 Demonstrate the motivation to achieve individual potential
- 5.2.2 Apply study skills necessary for academic success
- 5.2.3 Seek information and support from faculty, staff, family and peers.
- 5.2.4 Demonstrate a goal setting process
- 5.2.5 Use problem-solving and decision-making to assess progress toward educational goals

#### **Content Standard 3**

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

Students will:

- 5.3.1 Students will learn to utilize planning activities to organize and prioritize.
- 5.3.2 Apply components of educational success and its relationship to work.

## **Career**

### **Content Standard 4**

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

Students will:

- 5.4.1 Recognize natural talents, skills and attitudes in relation to future success
- 5.4.2 Develop hobbies and interests
- 5.4.3 Understand the relationship between hobbies/ interests and careers
- 5.4.4 Describe how subjects in school relate to work/careers

### **Content Standard 5**

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

Students will:

- 5.5.1 Develop an awareness of family and community career trends
- 5.5.2 Research and describe career of interest/disinterest.
- 5.5.3 Identify advantages and disadvantages of various careers

### **Content Standard 6**

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

Students will:

- 5.6.1 Understand the relationship between hobbies and interests and the world of work
- 5.6.2 Practice using conflict management skills
- 5.6.3 Understand the relationship between school work/roles to the world of work.

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 5.7.1 Develop a positive attitude of self as a worthy person
- 5.7.2 Identify and express feelings
- 5.7.3 Distinguish between appropriate and inappropriate behaviors
- 5.7.4 Recognize personal boundaries, rights and privacy needs.
- 5.7.5 Demonstrate cooperative behavior in groups



### **Content Standard 8**

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

Students will:

- 5.8.1 Identify ways to express feeling appropriately
- 5.8.2 Identify ways to get help from others
- 5.8.3 Know how to use conflict resolution skills

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 5.9.1 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 5.9.2 Compare the difference between appropriate and inappropriate physical contact
- 5.9.3 Differentiate between situations requiring peer support and situations requiring adult help

## **COUNSELING CURRICULUM: GRADE 6**

### **Academic Development**

#### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 6.1.1 Students will identify attitudes and behaviors that will lead to successful learning
- 6.1.2 Students will take responsibility for their actions
- 6.1.3 Students will learn to organize and manage multiple subjects

#### **Content Standard 2:**

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

Students will:

- 6.2.1 Students will understand the relationship between academic success and future options
- 6.2.2 Recognize the importance of participating in extra-curricular, tribal and community opportunities to enhance school experience.
- 6.2.3 Develop, utilize, and revise a personalized method of time management, organizational strategies, and study skills.

#### **Content Standard 3**

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

Students will:

- 6.3.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 6.3.2 Understand the value of hobbies and benefits of extra-curricular activities.
- 6.3.3 Apply components of educational success and its relationship to work

### **Career**

#### **Content Standard 4**

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

Students will:

- 6.4.1 Understand the importance of planning and setting goals
- 6.4.2 Utilize time and task management skills
- 6.4.3 Recognize how careers relate to the needs and functions of society

### **Content Standard 5**

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

Students will:

- 6.5.1 Learn about the variety of traditional and nontraditional occupations
- 6.5.2 Learn how to interact and work cooperatively in teams

### **Content Standard 6**

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

Students will:

- 6.6.1 Understand the relationship between educational achievement and career success
- 6.6.2 Investigate how work can help to achieve personal success and satisfaction
- 6.6.3 Understand the changing workplace requires lifelong learning and acquiring new skills

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 6.7.1 Identify values, attitudes, and beliefs
- 6.7.2 Understand change as a part of growth
- 6.7.3 Identify non-verbal communication

### **Content Standard 8**

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

Students will:

- 6.8.1 Know when peer pressure is influencing a decision
- 6.8.2 Use a decision- making and problem-solving model
- 6.8.3 Develop effective coping skills for dealing with problems
- 6.8.4 Know how to use conflict resolution skills

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 6.9.1 Apply skills for dealing with bullying behavior and peer pressure
- 6.9.2 Learn about the emotional and physical dangers of substance use and abuse
- 6.9.3 Compare ways to cope with peer pressure

## **COUNSELING CURRICULUM: GRADE 7**

### **Academic Development**

#### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 7.1.1 Recognize information and support are available from faculty, staff, family, and peers
- 7.1.2 Apply time and task management skills
- 7.1.3 Identify ways to develop study habits and test taking skills.

#### **Content Standard 2:**

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

Students will:

- 7.2.1 Students will understand the relationship between subjects in school and future options.
- 7.2.2 Students will recognize the importance of challenging and developing their natural talents and abilities.

#### **Content Standard 3**

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

Students will:

- 7.3.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 7.3.2 Identify importance of personal skills and attitudes to future success.
- 7.3.3 Use problem solving and decision making skills to assess progress toward educational goals.

### **Career**

#### **Content Standard 4**

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

Students will:

- 7.4.1 Apply time and task management skills
- 7.4.2 Identify educational needs related to their abilities, interests, talents, values, and career goals.
- 7.4.3 Understand the importance of planning and setting goals
- 7.4.4 Describe personal qualities necessary in getting and keeping a job

### **Content Standard 5**

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

Students will:

- 7.5.1 Develop hobbies and vocational interests
- 7.5.2 Participate in academic, tribal and community extracurricular activities to expand skills and interests

### **Content Standard 6**

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

Students will:

- 7.6.1 Understand the importance of gender equity and access to career choices
- 7.6.2 Explain how work can help to achieve personal success and satisfaction
- 7.6.3 Apply the use of conflict management skills

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 7.7.1 Demonstrate ways to build a positive self-esteem
- 7.7.2 Identify and express feelings of self and others
- 7.7.3 Identify skills needed for self control
- 7.7.4 Know that communication involves speaking, listening and nonverbal behavior

### **Content Standard 8**

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

Students will:

- 7.8.1 Identify long and short term goals
- 7.8.2 Know how to use conflict resolution skills
- 7.8.3 Use a decision- making and problem-solving model
- 7.8.4 Practice effective coping skills for dealing with problems

## **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 7.9.1 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
- 7.9.2 Create techniques for managing stress
- 7.9.3 Compare the difference between appropriate and inappropriate physical contact
- 7.9.4 Recognize the forms of abuse and harassment

## **COUNSELING CURRICULUM: GRADE 8**

### **Academic Development**

#### **Content Standard 1:**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- 8.1.1 Students will explore a broad range of interests and abilities
- 8.1.2 Students will be able to develop a high school academic plan
- 8.1.3 Participation in experiences that assist with the educational transition to high school

#### **Content Standard 2:**

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

Students will:

- 8.2.1 Students will learn to manage multiple time demands.
- 8.2.2 Students will recognize the importance of completing high school
- 8.2.3 Participate in experiences that assist with the educational transition to high school.
- 8.2.4 Students will explore academic options relating to their post secondary choices

#### **Content Standard 3**

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

Students will:

- 8.3.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 8.3.2 Learn the importance of applying critical thinking skills and how they relate to future goals.
- 8.3.3 Demonstrate how school success is the preparation to make the transition from student to community member.
- 8.3.4 Apply knowledge of aptitudes and interests to goal setting.

## **Career**

### **Content Standard 4**

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

Students will:

- 8.4.1 Demonstrate the ability to report through research knowledge of the world of work.
- 8.4.2 Complete a career interest inventory
- 8.4.3 Select high school courses that help meet needs, interests, and tentative career goals.

### **Content Standard 5**

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

Students will:

- 8.5.1 Learn how to use the internet to access career planning information
- 8.5.2 Use research and information resources to obtain career information
- 8.5.3 Apply decision-making skills to high school planning, course selection and career connections

### **Content Standard 6**

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

Students will:

- 8.6.1 Understand the importance of gender equity and access to career choices
- 8.6.2 Apply the use of conflict management skills
- 8.6.3 Understand how personal interests and natural talents relate to future career choices

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- 8.7.1 Understand the need for self-control and how to practice it
- 8.7.2 Recognize and acknowledge cultural diversity
- 8.7.3 Demonstrate cooperative behavior in groups
- 8.7.4 Understand personal boundaries, rights and privacy needs
- 8.7.5 Use effective communication skills
- 8.7.6 Respect alternative points of view



### **Content Standard 8**

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

Students will:

- 8.8.1 Apply conflict resolution skills
- 8.8.2 Evaluate alternative ways of achieving a goal
- 8.8.3 Know when peer pressure is influencing a decision

### **Content Standard 9**

Students will understand safety and survival skills.

Students will:

- 8.9.1 Recognize thoughts/ideas of self-destructive behaviors and sources of intervention
- 8.9.2 Create techniques for managing stress
- 8.9.3 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 8.9.4 Assess resource people in the school, tribe and community, and know how to seek their help
- 8.9.5 Learn about the emotional and physical dangers of substance use and abuse
- 8.9.6 Account for the relationship between rules, laws, safety, and the protection of an individual's rights
- 8.9.7 Recognize bullying/harassment and practice ways to cope
- 8.9.8 Differentiate between situations requiring peer support and situations requiring adult help

## **COUNSELING CURRICULUM: 9-12**

### **Academic Development**

#### **Content Standard 1**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Students will:

- H.1.1 Practice effective speaking, listening, and inquiring skills.
- H.1.2 Demonstrate appropriate methods for study habits and test taking skills.
- H.1.3 Identify one's own learning style.
- H.1.4 Share knowledge in multiple contexts.

#### **Content Standard 2**

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

Students will:

- H.2.1 Develop a four (4) year academic plan.
- H.2.2 Monitor own academic progress and goals.
- H.2.3 Consider post-secondary options consistent with interest, achievement, aptitudes, and ability.
- H.2.4 Participate in classroom activities that apply critical thinking and problem solving techniques to assist in post-secondary options.

#### **Content Standard 3**

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

Students will:

- H.3.1 Apply components of educational success and its relationship to work.
- H.3.2 Maintain a performance portfolio.
- H.3.3 Develop a yearly academic schedule to enhance future career, family, and community opportunities.

### **Career**

#### **Content Standard 4**

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

Students will:

- H.4.1 Develop awareness in the area of careers.
- H.4.2 Develop a flexible four (4) year plan

- H.4.3 Make appropriate educational choices based on interests, abilities, aptitudes, and aspirations.
- H.4.4 Understand the importance of developing leisure time interests for now and in the future.
- H.4.5 Include in their portfolios items that demonstrate job readiness skills, such as preparing a resume and completing job applications.
- H.4.6 Learn about the rights and responsibilities of employers and employees.
- H.4.7 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- H.4.8 Learn to respect individual uniqueness in the workplace.

### **Content Standard 5**

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

Students will:

- H.5.1 Be introduced to the appropriate exams, tests, and criteria for post secondary entrance.
- H.5.2 Maintain a career planning portfolio.
- H.5.3 Be introduced to job shadowing, internships, and work experience programs.
- H.5.4 Research and develop a classroom project or paper about 2 or 3 careers of interest.

### **Content Standard 6**

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

Students will:

- H.6.1 Understand how completing high school will better prepare them to continue their education/training (vocational, technical, military, college).
- H.6.2 Understand the effect of work on lifestyle.
- H.6.3 Understand the implications of stereotypical gender issues as it relates to careers.

## **Personal/Social**

### **Content Standard 7**

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

Students will:

- H.7.1 Take coursework that includes the identification and discussion of personal, social, and family roles.
- H.7.2 Participate in class work to assist in the recognition of ethnic and cultural diversity.

H.7.3 Identify feelings and ways to express them appropriately.

**Content Standard 8**

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

Students will:

- H.8.1 Demonstrate understanding of a decision making/problem solving process through multiple instructional processes.
- H.8.2 Demonstrate responsibility in home, school, tribe and community settings.
- H.8.3 Identify ways to get help from others.

**Content Standard 9**

Students will understand safety and survival skills.

Students will:

- H.9.1 Learn the relationship between rules, laws, safety, and the protection of an individual's rights. (e.g., government and health classes)
- H.9.2 Be instructed where and how to locate tribal, community and school resources.
- H.9.3 Recognize and understand multiple forms of abuse and sexual harassment through guest speakers, assemblies, classroom instruction, and student handbook.
- H.9.4 Be given examples of situations that require peer support and those requiring adult professional help (e.g. divorce, death, and personal trauma).