

Three Lakes School District



**Comprehensive
School Counseling Curriculum
Action Plan Handbook**

**Based on the
Wisconsin Comprehensive School Counseling Model
[WCSCM]
&
American School Counseling Association National Model**

Developed by the *Three Lakes School District Counseling Department*
2011

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It is the policy of the School District of Three Lakes, that no person on the basis of gender, sex, race, national origin, ancestry, creed, color, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities shall be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity.

SECTION I

COMPREHENSIVE SCHOOL COUNSELING

Curriculum Action Plan

K-12 Content Topic Themes

Themes and Benchmark Standards Document

2011

**Three Lakes School District
Comprehensive School Counseling Program
Content Topic Themes
PK-12**

- 1. Academic Success**
- 2. Careers**
- 3. Citizenship**
- 4. Communication/Social Skills**
- 5. Safety**
- 6. Self-Knowledge/Management**
- 7. Transitions**

* Adapted from The Wisconsin Comprehensive School Counseling Model, 2008.

State of Wisconsin Model Academic Standards for School Counseling

Academic Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan.

Standard B: Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.

Standard C: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

Personal/Social Domain

Standard D: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

Standard E: Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

Standard F: Students will understand and use safety and wellness skills.

Career Domain

Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.

Standard H: Students will understand the relationship between educational achievement and career development.

Standard I: Students will employ career management strategies to achieve future career success and satisfaction.

**Standard Benchmarks and
Content Topic Themes Worksheet
Elementary School**

Academic Success	Careers	Citizenship	Communication/ Social Skills	Safety	Self- Knowledge/ Management	Transition
A.4.1.1	A.4.1.2	D.4.2.1	F.4.1.1	A.4.2.1	A.4.1.3	A.4.3.1
A.4.2.2	C.4.1.1	D.4.2.2	F.4.1.2	B.4.2.1	A.4.1.4	B.4.2.1
A.4.3.1	C.4.1.2	D.4.2.3	F.4.1.3	D.4.1.1	A.4.3.1	D.4.2.1
A.4.3.2	G.4.1.2	D.4.2.4	F.4.1.4	E.4.1.2	D.4.1.2	F.4.1.5
A.4.3.3	H.4.1.1	D.4.2.5	F.4.1.5	E.4.1.4	D.4.1.3	F.4.1.6
B.4.2.1	H.4.1.2	E.4.1.3	F.4.1.6	E.4.1.5	D.4.1.4	H.4.1.1
C.4.1.1		I.4.3.1	G.4.2.1		D.4.2.4	
C.4.1.2		I.4.3.2			E.4.1.1	
E.4.1.2					G.4.1.1	
					G.4.2.2	
					G.4.3.1	
					G.4.3.2	

**Standard Benchmarks and
Content Topic Themes Worksheet
Middle School**

Academic Success	Careers	Citizenship	Communication/ Social Skills	Safety	Self- Knowledge/ Management	Transition
A.8.2.1	B.8.2.2	C.8.1.1	D.8.2.1	E.8.1.3	A.8.2.1	A.8.3.1
A.8.2.2	B.8.2.4	C.8.1.2	E.8.1.1	F.8.1.1	E.8.1.1	B.8.1.2
A.8.3.1	G.8.1.1	D.8.1.1	G.8.2.1	F.8.1.2	E.8.1.2	B.8.2.3
B.8.1.1	G.8.1.2	E.8.1.3	G.8.2.2	F.8.1.3	E.8.1.3	B.8.2.4
B.8.1.3	G.8.1.3	G.8.2.2			F.8.1.4	E.8.1.2
B.8.1.4	H.8.1.1	1.8.2.4			H.8.1.2	G.8.2.1
B.8.2.1	H.8.1.4	1.8.3.2			H.8.1.3	
G.8.1.4	H.8.1.5	1.8.3.3			1.8.2.1	
	1.8.1.1				1.8.2.2	
	1.8.1.2				1.8.3.2	
	1.8.2.3				1.8.4.1	
	1.8.3.1					
	1.8.5.1					
	1.8.5.2					
	1.8.5.3					

**Standard Benchmarks and
Content Topic Themes Worksheet
High School**

Academic Success	Careers	Citizenship	Communication/ Social Skills	Safety	Self- Knowledge/ Management	Transition
A.12.3.1	C.12.1.2	A.12.3.1	G.12.2.1	B.12.2.2	B.12.2.1	B.12.1.2
B.12.2.1	G.12.3.1	F.12.2.1	G.12.2.2	F.12.1.1	B.12.2.2	B.12.2.1
B.12.2.2	G.12.4.3	G.12.2.1	I.12.3.1	F.12.1.2	C.12.1.1	B.12.2.3
B.12.2.3	H.12.1.1	G.12.2.2	I.12.3.3		D.12.1.1	E.12.1.1
C.12.1.2	H.12.2.1	I.12.3.1	I.12.3.4		D.12.1.2	G.12.3.2
E.12.1.1	H.12.2.2	I.12.3.2			D.12.2.1	G.12.4.1
G.12.4.3	H.12.2.4	I.12.3.3			F.12.1.1	H.12.2.3
	I.12.1.1	I.12.3.4			F.12.1.2	
	I.12.2.1	I.12.3.5			G.12.4.2	
	I.12.2.2	I.12.5.1				
	I.12.2.4					
	I.12.4.1					
	I.12.4.2					
	I.12.5.2					

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Academic Success

Grade 4 Benchmarks

- A.4.1.1 Demonstrate competence and confidence as a learner
- A.4.2.2 Demonstrate how effort and persistence positively affect learning
- A.4.3.1 Demonstrate taking responsibility for actions in school
- A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students
- A.4.3.3 Share knowledge
- C.4.1.1 Understand the relationship between learning and work
- C.4.1.2 Compare the relationship between parent(s) education and career choice, while examining other educational and career examples that are similar or different
- E.4.1.2 Create an effective plan of action that could result in a successful outcome

Grade 8 Benchmarks

- A.8.2.1 Apply time management and task management skills
- A.8.2.2 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance
- A.8.3.1 Demonstrate the capability to develop a broad range of interests and abilities
- B.8.1.1 Demonstrate the importance of motivation to achieve individual potential
- B.8.1.3 Apply the study skills necessary for academic success at each level
- B.8.1.4 Demonstrate the ability to organize and apply academic information from a variety of sources
- B.8.2.1 Demonstrate the ability to establish challenging academic goals in middle school
- G.8.1.4 Give examples of how behaviors and attitudes affect one's future educational achievement and career success

Grade 12 Benchmarks

- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success
- B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school
- B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals
- B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities
- C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities
- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal
- G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Careers

Grade 4 Benchmarks

- A.4.2.1 Use communication skills to know when and how to ask for help when needed
- C.4.1.1 Understand the relationship between learning and work
- C.4.1.2 Compare the relationship between parent(s) education and career choice, while examining other education and career examples that are similar or different
- G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes
- H.4.1.1 Learn to work together in a classroom setting
- H.4.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving

Grade 8 Benchmarks

- B.8.2.2 Use assessment results in educational planning
- B.8.2.4 Integrate knowledge of aptitudes and interests when setting and revising goals
- G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents
- G.8.1.2 Demonstrate knowledge of work values and needs
- G.8.1.3 Demonstrate positive behaviors and attitudes about the world of work
- H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals
- H.8.1.4 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement
- H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals
- I.8.1.1 Use career planning strategies and tools to develop career awareness and a career plan
- I.8.1.2 Document actions taken to attain short-term and long-term educational and career goals
- I.8.2.3 Demonstrate the use of information (e.g., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions
- I.8.3.1 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including those that may be considered new or nontraditional for individuals based on gender, race, culture, ability, or other characteristics
- I.8.5.1 Demonstrate the ability to find and use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning
- I.8.5.2 Show how career information has contributed to one's current plans and how it can be used in future plans
- I.8.5.3 Give examples of how career clusters and pathways can be used in career planning

Grade 12 Benchmarks

- C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities
- G.12.3.1 Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations
- G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices
- H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals
- H.12.2.1 Recognize the importance of lifelong learning to career success in a diverse and changing economy
- H.12.2.2 Recognize that all careers demand and reward self-directed and independent learning
- H.12.2.4 Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential) learning opportunities
- I.12.1.1 Give examples of how individual and/or world of work changes may impact career plans
- I.12.2.1 Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions
- I.12.2.2 Give examples of how “chance” might play a role in career decisions
- I.12.2.4 Give examples of how factors related to geographic mobility may influence career decisions
- I.12.4.1 Demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads
- I.12.4.2 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, managing conflict, resiliency)
- I.12.5.2 Identify opportunities for self-employment or entrepreneurship in career planning

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Citizenship

Grade 4 Benchmarks

- D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior
- D.4.2.2 Identify basic human rights and responsibilities
- D.4.2.3 Respect alternative points of view
- D.4.2.4 Respect and accept individual differences
- D.4.2.5 Describe and demonstrate socially-acceptable group behavior
- E.4.1.3 Identify and differentiate alternative solutions to a problem or decision
- I.4.3.1 Demonstrate appreciation for one's own cultural background and for the cultural background of others
- I.4.3.2 Identify similarities and differences among people that are valuable at work and in society

Grade 8 Benchmarks

- C.8.1.1 Participate in co-curricular and community experiences to enhance the school experience
- C.8.1.2 Understand that education is essential to becoming a contributing member of society
- D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference)
- E.8.1.3 Apply effective conflict resolution skills to a current issue or problem
- G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior
- I.8.2.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions
- I.8.3.2 Define how one's own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans
- I.8.3.3 Demonstrate an acceptance of and respect for other people and their career choices

Grade 12 Benchmarks

- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success
- F.12.1.2 Develop and use positive coping skills to manage significant life events
- G.12.2.1 Give examples of how the inclusion of multiple perspectives and experiences of diverse groups enhances learning, personal growth, and career success
- G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc
- I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability,

- economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans
- I.12.3.2 Recognize and identify how specific career information, or potential career information, is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory
 - I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one's career goals and plans
 - I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities
 - I.12.5.1 Identify changes in local, national, and global employment trends, societal needs, and economic conditions related to career planning

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Communication/Social Skills

Grade 4 Benchmarks

- F.4.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)
- F.4.1.2 Demonstrate respect for the rights and privacy of self and others
- F.4.1.3 List and describe the skills related to personal safety and protective behaviors
- F.4.1.4 Identify and use resource people in the school and community
- F.4.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual
- F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices
- G.4.2.1 Practice positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative

Grade 8 Benchmarks

- D.8.2.1 Demonstrate effective writing, speaking, listening, and nonverbal communication skills
- E.8.1.1 Develop an action plan to achieve short- and long-term goals
- G.8.2.1 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work
- G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior

Grade 12 Benchmarks

- G.12.2.1 Give examples of how the inclusion of multiple perspectives and experiences of diverse groups enhances learning, personal growth, and career success
- G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc
- I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans
- I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one's career goals and plans
- I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Safety

Grade 4 Benchmarks

- A.4.2.1 Use communication skills to know when and how to ask for help when needed
- B.4.2.1 Demonstrate the ability to establish challenging academic goals in elementary school
- D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person
- E.4.1.2 Create an effective plan of action that could result in a successful outcome
- E.4.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions
- E.4.1.5 Identify and explain the ways peer pressure can influence a decision

Grade 8 Benchmarks

- E.8.1.3 Apply effective conflict resolution skills to a current issue or problem
- F.8.1.1 Describe the emotional and physical dangers of substance use and abuse
- F.8.1.2 Apply the skills needed to cope effectively with peer pressure
- F.8.1.3 Utilize techniques for managing daily stress and conflict

Grade 12 Benchmarks

- B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals
- F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help
- F.12.1.2 Develop and use positive coping skills to manage significant life events

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Self-Knowledge/Management

Grade 4 Benchmarks

- A.4.1.3 Recognize and accept mistakes as essential to the learning process
- A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning
- A.4.3.1 Demonstrate taking responsibility for actions in school
- D.4.1.2 Identify and express feelings appropriately
- D.4.1.3 Demonstrate self-control
- D.4.1.4 Identify and acknowledge personal strengths and assets
- D.4.2.4 Respect and accept individual differences
- E.4.1.1 Identify and compare potential consequences of a decision
- G.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)
- G.4.2.2 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult's assistance if necessary
- G.4.3.1 Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work
- G.4.3.2 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people

Grade 8 Benchmarks

- A.8.2.1 Apply time management and task management skills
- E.8.1.1 Develop an action plan to achieve short- and long-term goals
- E.8.1.2 Identify alternative ways of achieving a goal or making a decision
- E.8.1.3 Apply effective conflict resolution skills to a current issue or problem
- F.8.1.4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated
- H.8.1.2 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance
- H.8.1.3 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations
- I.8.2.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning
- I.8.2.2 Give specific examples of how education, work, and family experiences influence career decisions
- I.8.3.2 Define how one's own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans
- I.8.4.1 Identify skills and how they are transferable from one situation or area of interest to another

Grade 12 Benchmarks

- B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school
- B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals
- C.12.1.1 Demonstrate the ability to balance school, studies, co-curricular activities, leisure time, and family life
- D.12.1.1 Identify and describe characteristics of physical and psychological growth and development
- D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events
- D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships
- F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help
- F.12.1.2 Develop and use positive coping skills to manage significant life events
- G.12.4.2 Identify issues and solutions that promote balance among multiple life roles

**Three Lakes School District
Comprehensive School Counseling Program
Topic Themes with Benchmarks
K-12**

Theme: Transitions

Grade 4 Benchmarks

- A.4.3.1 Demonstrate taking responsibility for actions in school
- B.4.2.1 Demonstrate the ability to establish challenging academic goals in elementary school
- D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior
- F.4.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual
- F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices
- H.4.1.1 Learn to work together in a classroom setting

Grade 8 Benchmarks

- A.8.3.1 Demonstrate the capability to develop a broad range of interests and abilities
- B.8.1.2 Apply critical thinking skills for making successful academic transitions
- B.8.2.3 Develop and implement an individual learning plan to maximize academic ability and achievement
- B.8.2.4 Integrate knowledge of aptitudes and interests when setting and revising goals
- E.8.1.2 Identify alternative ways of achieving a goal or making a decision
- G.8.2.1 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work

Grade 12 Benchmarks

- B.12.1.2 Become a self-directed and independent learner
- B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school
- B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities
- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal
- G.12.3.2 Demonstrate adaptability and flexibility, especially when initiating or responding to change
- G.12.4.1 Identify multiple life roles that are important now and across the lifespan
- H.12.2.3 Identify strategies for responding to transition and change with flexibility and adaptability

SECTION II

COMPREHENSIVE SCHOOL COUNSELING

Curriculum Action Plan

K-12 Scope and Sequence

2011

Three Lakes School Counseling Program Scope and Sequence

Elementary

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
K	Academic Success C	Self – Knowledge I	Communication/ Social Skills T	Communication/ Social Skills I Z	Safety E	Safety N	Safety S	Transition H I	Career P
1	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Safety	Safety	Transition	Career
2	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Safety	Safety	Transition	Career
3	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Safety	Safety	Transition	Career
4	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Safety	Safety	Transition	Career
5	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Safety	Safety	Transition	Career
6	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Safety	Safety	Transition	Career

Three Lakes School Counseling Program Scope and Sequence

Junior High School

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
7	Academic Success C	Self – Knowledge I	Communication/ Social Skills T I	Communication/ Social Skills Z E	Safety N	Career/ Safety S	Safety/ Career H	Career I	Transition P
8	Academic Success	Self - Knowledge	Communication/ Social Skills	Communication/ Social Skills	Safety	Career/ Safety	Transition	Career	Transition

Three Lakes School Counseling Program Scope and Sequence

High School

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9	Transition/ Academic Success C	Safety I	Safety T	Self- Know- ledge I	Careers/ Transition Z E	Communi- cation/ Social Skills N S	Safety H	Careers/ Academic Success I	Transition P
10	Transition/ Academic Success	Careers/ Safety	Safety	Self- Know- ledge	Careers/ Transition	Communi- cation/ Social Skills	Safety	Careers/ Academic Success	Transition
11	Transition/ Academic Success	Safety	Safety	Self- Know- ledge	Careers/ Transition	Transition	Safety	Careers/ Academic Success	Transition
12	Transition/ Academic Success	Transition	Safety	Self Know- ledge	Careers/ Transition	Communi- cation/ Social Skills	Transition	Careers/ Academic Success	Transition

SECTION III

COMPREHENSIVE SCHOOL COUNSELING

Curriculum Action Plan

Grade Level Curriculum Unit Guides

2011

Kindergarten Curriculum

Description:

The goal of the Kindergarten School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Understand the importance of good listening skills and demonstrate good listening habits.
- 2 Understand why they need to try hard in school to be successful.
- 3 Learn the difference between work time and play time.
- 4 Demonstrate skills for self-control.

Careers

- 1 Identify 10 careers.
- 2 Draw a picture of themselves in a career.
- 3 Perform tasks for career of interest in multiple class periods.
- 4 Know names of community helpers.

Citizenship

- 1 Learn what it means to be responsible.
- 2 Learn what to do if being bullied.
- 3 Learn the importance of following rules.
- 4 Practice fairness and caring.

Communication/Social Skills

- 1 Understand the concept of using hands to help and not hurt.
- 2 Demonstrate how to give and receive presents correctly.
- 3 Use their words in I-statements.
- 4 Think about other people's feelings.

Safety

- 1 Recognize anger in others.
- 2 Know and apply "using manners in social settings."

- 3 Know and apply tools to solve conflicts.
- 4 Know proper way to ask for help.

Self Knowledge

- 1 Learn how to share and take turns.
- 2 Know how to be a good listener.
- 3 Identify 4 basic feelings in self and others.
- 4 Apply 3 ways to reduce anger in themselves.

Transitions

- 1 Know how to advocate for themselves using proper words.
- 2 Know and understand expectations of teachers and behavioral expectations in the school environment.
- 3 Know and understand personal changes required to make a successful transitions to new grade level.
- 4 Apply new strategies to solve problems.

First Grade Curriculum

Description:

The goal of the First Grade School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Demonstrate effective listening position and apply to different settings.
- 2 Understand that it is through our mistakes that we learn.
- 3 Set and work to achieve attainable academic goals.
- 4 Develop a positive attitude towards self and self-image.

Careers

- 1 Identify careers in the local community.
- 2 Analyze the relationship between work and learning.

3 Understand the different types of work parents do.

Citizenship

- 1 Learn steps of introductions.
- 2 Understand that communication happens through verbal and non-verbal modes.
- 3 Learn how to make and keep friends.
- 4 Know and apply rules of honesty.

Communication/Social Skills

- 1 Understand consequences of decisions and choices.
- 2 Demonstrate how to give and receive a present correctly.
- 3 Manage emotions through problem solving and how to use “calming down” techniques.
- 4 Recognizing feelings of self and others and that there are variations of feelings.

Safety

- 1 Demonstrate knowledge of personal information.
- 2 Identify resource people in their school and community, and know how to seek their help.
- 3 Learn the difference between appropriate and inappropriate physical contact.
- 4 Use effective problem solving and decision making skills to make safe and healthy choices.

Self Knowledge

- 1 Identify and express feelings appropriately.
- 2 Respect individual differences.
- 3 Use problem-solving techniques to work on issues, make decisions, and identify solutions.
- 4 Know difference between telling and tattling.

Transitions

- 1 Know how to self-advocate using proper words.
- 2 Know and understand classroom expectations and behavioral expectations.
- 3 Know and understand personal changes required to make a successful transition to new grade level.
- 4 Apply new strategies to solve problems.

Second Grade Curriculum

Description:

The goal of the Second Grade School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Demonstrate academic skills that will help them be successful in school.
- 2 Recognize that making mistakes are part of the learning process.
- 3 Identify and utilize skills needed to be an effective learner.

Careers

- 1 Identify types of personal strengths.
- 2 Identify and display necessary tools and appropriate work clothes that various careers require.
- 3 Apply self-knowledge to career choices.
- 4 Understand relationship between learning and work.

Citizenship

- 1 Identify basic human right and responsibilities.
- 2 Give examples of personal characteristics.
- 3 Explain habits of responsible individuals.
- 4 Demonstrate socially acceptable group behavior.

Communication/Social Skills

- 1 Evaluate how to solve problems.
- 2 Exhibit conflict-resolving skills with peers and adults.
- 3 Understand and develop peer relationships.
- 4 Use "I messages" to express needs and wishes.

Safety

- 1 Take responsibility for actions in school.
- 2 Identify and model personal attitudes and behaviors that lead to learning.

Self Knowledge

- 1 Manage emotions in self.
- 2 Use empathy skills and learn how to infer perspectives of others based on situational and behavioral clues.
- 3 Advocate for themselves using appropriate words.

Transitions

- 1 Utilize effective problem solving skills to make safe choices and positive decisions.
- 2 Demonstrate strategies to use when adapting to change.
- 3 Know and understand expectations of teachers and behavioral expectations.
- 4 Know and understand personal changes required to make a successful transitions to new grade level.

Third Grade Curriculum

Description:

The goal of the Third Grade School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Apply good listening skills for classroom success.
- 2 Identify and use good work and study habits.
- 3 Develop organizational skills to track assigned work.

Careers

- 1 Learn to work together in the classroom setting to accomplish goals.
- 2 Remember examples of positive personal characteristics and relate how these contribute to getting along with others.

Citizenship

- 1 Define key terms of group behavior (i.e. respect, bully, bystander).
- 2 Identify how to identify behaviors of "bullying" and "bystander" and identify steps to intervene in bully situations as a bystander.
- 3 Understanding feelings and emotions of others.

Communication/Social Skills

- 1 Take responsibility for actions in school.
- 2 Practice positive social skills.
- 3 Identify and model personal characteristics and behaviors relating to being a good citizen.
- 4 Identify and express feelings appropriately.

Safety

- 1 Understand and remember how drugs can affect the body. (Nicotine, Alcohol, Prescription and Non-Prescription, Caffeine).

Self Knowledge

- 1 Demonstrate skills necessary to handle conflict with others utilizing conflict-solving strategies.
- 2 Evaluate the impact, positive and negative, conflict may have on relationships.
- 3 Identify and differentiate alternative solutions to problems or situations.
- 4 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult help if necessary.

Transitions

- 1 Know and understand personal changes required to make successful transition to next grade level.
- 2 Know how to self-advocate using proper words.
- 3 Know and understand expectations of teachers and behavioral expectations at new grade level.
- 4 Apply new strategies to solve problems.

Fourth Grade Curriculum

Description:

The goal of the Fourth Grade School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Evaluate personal organizational skills and homework habits to improve academic achievement.
- 2 Evaluate homework strategies to improve academic achievement.
- 3 Continue to identify homework tips and strategies.
- 4 Identify "study areas" and establish "homework time" to develop solid work habits.

Careers

- 1 Describe a career of interest.
- 2 Identify a possible occupation within the career field of interest.
- 3 List the necessary education and training for an occupation of interest.

Citizenship

- 1 Demonstrate taking responsibility for actions in school.
- 2 Describe and demonstrate socially acceptable group behavior.
- 3 Evaluate the difference between appropriate and inappropriate behavior.

Communication/Social Skills

- 1 Evaluate the methods of handling conflict situations among peers.
- 2 Communicate with assertiveness in appropriate situations.
- 3 Identify the positive impacts of working cooperatively in groups or pairs.
- 4 Identify and acknowledge personal strength and assets.

Safety

- 1 Utilize strategies for managing conflicts with others in a respectful and responsible way.
- 2 Identify the difference between conflict and bullying.
- 3 Demonstrate safe responses for refusing and reporting bullying.
- 4 Take responsible actions that lead to a bully-free climate in the home, school, and community.
- 5 Identify skills necessary for being safe while using technology.

Self Knowledge

- 1 Identify and acknowledge personal strengths and assets.
- 2 Apply behaviors that promote peace and respect.
- 3 Apply effective problem solving and decision making skills to make safe and healthy choices.
- 4 Identify and express feelings appropriately.

Transitions

- 1 Know how to self-advocate using proper words.
- 2 Know and understand expectations of teachers and behavioral expectations.
- 3 Know and understand personal changes required to make a successful transitions to new grade level.
- 4 Apply new strategies to solve problems.

Fifth Grade Curriculum

Description:

The goal of the Fifth Grade School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Understand and set achievable goals and learn how to develop a plan to attain personal goals.
- 2 Identify individual learning style and how they can learn best.
- 3 Acquire and apply organizational and problem solving skills to manage school work.
- 4 Demonstrate the ability to seek assistance from appropriate resource.

Careers

- 1 Learn the education level, skills and tools needed for a career of interest.
- 2 Understand how education and learning relate to the world of work.
- 3 Identify the concept of career clusters and understand the purpose and meaning of this organizational system.
- 4 Describe a career cluster of interest.

Citizenship

- 1 Demonstrate appreciation for cultural background of self and others
- 2 Identify similarities and differences among people that are valuable at work and in society.

Communication/Social Skills

- 1 Identify and refuse bullying and take action to reduce bullying situations in school and community.
- 2 Identify adults in their life that can provide help and support.
- 3 Demonstrate the ability to seek information and support from adults and peers.
- 4 Understand that we all have a personal responsibility to make our school and community a safe and respectful place.

Safety

- 1 Use decision-making skills to make safe and healthy choices.
- 2 List and describe skills needed for personal safety and protective behaviors.
- 3 Attain healthy stress coping techniques.
- 4 Learn about the emotional and physical health effects of marijuana, alcohol, nicotine and hallucinogens.

Self Knowledge

- 1 Exhibit effective refusal skills for negative peer pressure.
- 2 Differentiate between the situations requiring peer support and situations requiring adult help.
- 3 Identify and explain the ways peer pressure can influence decisions.
- 4 Use I-messages for communicating feelings and needs.

Transitions

- 1 Exhibit self-advocacy skills using proper words.
- 2 Know and understand expectations of teachers and behavioral expectations.
- 3 Know and understand personal changes required to make a successful transitions to new grade level.
- 4 Apply new strategies to solve problems.

Sixth Grade Curriculum

Description:

The goal of the Sixth Grade School Counseling Program is to provide instruction based on content themes. Students will have an opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, community-based resources, comprehensive unit programs, demonstrations, field trips, games, Here's Looking at You 2000, Internet program, simulations, and videos

Objectives:

Students will be able to:

Academic Success

- 1 Identify test-taking strategies to improve performance on tests.
- 2 Demonstrate ability to set realistic academic goals and develop a plan to attain personal goals.
- 3 Demonstrate taking responsibility for one's own learning.
- 4 Discover how attitude affects learning.

Careers

- 1 Evaluate how education and learning relate to the world of work.
- 2 Understand how individual interests and strengths affect career decisions.
- 3 Understand the concept of educational pathway and how different pathways lead to careers.
- 4 Determine where to find information and resources about various career clusters and individual careers.

Citizenship

- 1 Recognize citizenship in others and how to practice citizenship.
- 2 Support and encourage positive citizenship behaviors.
- 3 Understand the personal responsibility and persistence needed to maintain a safe, caring, and respectful community.

4 Analyze teamwork skills needed to accomplish tasks.

Communication/Social Skills

- 1 Communicate strategies for both self-expression and conflict resolution.
- 2 Use active listening as a means to conflict de-escalation.
- 3 Identify and express feelings appropriately.
- 4 Demonstrate the ability to seek information and support from others.

Safety

- 1 Understand how alcoholism can affect families and where to go to seek help.
- 2 Analyze media messages and how they affect decisions.
- 3 Develop and explain health posters.
- 4 Learn coping skills for managing life events and dealing with depression.

Self Knowledge

- 1 Learn techniques for managing stress and conflict.
- 2 Use a decision making and problem-solving model.
- 3 Know techniques for anger management.
- 4 Explain how healthy habits aid in productivity in school and work.

Transitions

- 1 Know and understand expectations of teachers and requirements of subject areas.
- 2 Prioritize roles and responsibilities to balance school family and activities.
- 3 Know and understand the personal changes required to make a successful transition to a new grade level.
4. Identify the classes, activities, and opportunities available at the junior high level.

Seventh Grade Curriculum

Description:

The goal of the Seventh Grade School Counseling program is to provide instruction based on content themes. Student will have the opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, classroom activities, community-based resources, comprehensive unit programs, demonstrations, field trips, games, guest speakers, Internet program, simulations, and videos

Objectives

Students will be able to:

Academic Success

- 1 Set and work to attain academic goals.
- 2 Apply skills needed for educational achievement.
- 3 Discover skills that contribute to life-long learning.
- 4 Explore educational goals.

Careers

- 1 Integrate self-knowledge into life and career plans.
- 2 Record information from the sixteen (16) career cluster.
- 3 Use assessment results in educational and career planning.

Citizenship

- 1 Identify and explore cultural differences and world views within the community.
- 2 Identify information, questions, and ideas gathered from the perspectives of others.
- 3 Recognize the need to work in and across groups by applying teamwork skills in preparation for the world of work and our global society.
- 4 Explain role of individual and communities a global community.

Communication/Social Skills

- 1 Identify problems and define their scope and elements.
- 2 Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.
- 3 Communicate effectively within and beyond the classroom.
- 4 Recognize effective conflict resolution skills to a current issue or problem.

Safety

- 1 Develop the skills needed to cope effectively with peer pressure.
- 2 Evaluate techniques for managing daily stress and conflict.
- 3 Identify the emotional and physical dangers of substance use and abuse.
- 4 Explain the need to set personal boundaries and advocate for oneself when these boundaries are violated.

Self-Knowledge

- 1 Identify activities the individual might participate in to become a contributing member of the school community.
- 2 List positive and negative behaviors and attitudes that may affect one's future educational achievement and career success.
- 3 Demonstrate personal success habits and build on strengths and identify personal success weaknesses.

Transitions

- 1 Prioritize roles and responsibilities and implement strategies to balance family, school, activities, and community.
- 2 Develop critical thinking skills for making successful academic transitions.
- 3 Know and understand expectations of teachers and requirements of subject areas.
- 4 Know and understand the personal changes required to make a successful transition to new grade level.

Eighth Grade Curriculum

Description:

The goal of the Eighth Grade School Counseling program is to provide instruction based on content themes. Student will have the opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, classroom activities, community-based resources, comprehensive unit programs, demonstrations, field trips, games, guest speakers, Internet program, simulations, and videos

Objectives

Students will be able to:

Academic Success

- 1 Set goals, develop personal success plan, and take necessary action to achieve goals.
- 2 Identify reasons to become life-long learners.
- 3 Identify tasks that require coordinated effort and work to complete those tasks.
- 4 Apply skills needed for educational achievement.

Careers

- 1 Recognize career clusters as a more specific organizer for exploring and preparing for careers now and in the future.
- 2 Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.
- 3 Record where and how to obtain information about the world of work and post-secondary training.
- 4 Analyze assessment results to create educational and career plans.

Citizenship

- 1 Compare cultural differences and world views within the community.
- 2 Explore information, questions, and ideas gathered from the perspectives of others.
- 3 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work and our global society.
- 4 Discuss individual and communities role in a global community.

Communication/Social Skills

- 1 Develop and apply strategies based on personal experience in preventing and solving problems.
- 2 Exchange information, questions, and ideas while recognizing the perspectives of others.
- 3 Apply effective conflict resolution skills to a current issue or problem.

Safety

- 1 Apply the skills needed to cope effectively with peer pressure.
- 2 Utilize techniques for successfully managing daily stress and conflict.
- 3 Describe the emotional and physical dangers of substance use and abuse.
- 4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated.

Self-Knowledge

- 1 Acquire the knowledge, attitude, interpersonal skills to help individuals understand and respect self and others.
- 2 Give examples of how behaviors and attitudes affect one's future educational achievement and career success.
- 3 Identify activities the individual might participate in to become a contributing member of the school community.
- 4 Analyze personal success habits to build on strengths and improve weaknesses.

Transitions

- 1 Apply critical thinking skills for making successful academic transitions.
- 2 Know and understand the personal changes required to make a successful transition to new grade level.
- 3 Apply knowledge to meet expectations of teachers and requirements of subject areas.
- 4 Construct individual critical thinking skills for making successful academic transitions.

Ninth Grade Curriculum

Description:

The goal of the Ninth Grade School Counseling program is to provide instruction based on content themes. Student will have the opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, classroom activities, community-based resources, comprehensive unit programs, demonstrations, field trips, games, guest speakers, Internet program, simulations, and videos

Objectives

Students will be able to:

Academic Success

- 1 Review and build upon educational skills necessary to progress toward life-long learning goals.

- 2 Recognize need for academic assistance and know where and how to get assistance.
- 3 Identify classroom challenges, define their scope and element, and formulate an academic success plan.
- 4 Revise goals and personal success plan, and take necessary action to achieve goals.

Careers

- 1 Compare current strengths and limitations with the personal career and educational plan and adjust the plan as necessary.
- 2 Identify the entrance requirements and application procedures for postsecondary programs.
- 3 Identify where and how to obtain information about the world of work and post-secondary training opportunities.
- 4 Apply career exploration and planning skills toward the achievement of personal career goals.

Citizenship

- 1 Identify and participate in activities that help the individual student become a contributing member of the local and global communities.
- 2 Exchange information, questions, and ideas while recognizing the perspectives of others.
- 3 Acquire the knowledge, attitude, interpersonal skills to help understand and respect self and others.
- 4 Explore cultural identity and world views within the community.

Communication/Social Skills

- 1 Develop and apply strategies based on personal experience in preventing and solving problems.
- 2 Identify personal responsibility in conflict situation while continuing to apply problem-solving and conflict-resolution skills.
- 3 Communicate effectively within and beyond the classroom.

Safety

- 1 Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy choices.
- 2 Identify and utilize resources available to address personal safety issues.
- 3 Identify resources to help individuals cope with life changes or events.

Self-Knowledge

- 1 Develop skills needed to maintain a positive self-concept.
- 2 Recognize increased roles and responsibilities of the individual within the family, school, and community.
- 3 Identify activities the individual might participate in to become a contributing member of the school community.
- 4 Know and understand the personal changes required to make a successful transition to new grade level.

Transitions

- 1 Prioritize roles and responsibilities and implement strategies to balance family, school, activities, and community.
- 2 Apply information and skills necessary to transition into high school.
- 3 Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.

Tenth Grade Curriculum

Description:

The goal of the Tenth Grade School Counseling program is to provide instruction based on content themes. Student will have the opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, classroom activities, community-based resources, comprehensive unit programs, demonstrations, field trips, games, guest speakers, Internet program, simulations, and videos

Objectives

Students will be able to:

Academic Success

- 1 Assess and revise goals and personal success plan, and take necessary action to achieve goals.
- 2 Assess and apply educational skills necessary to progress toward life-long learning goals.
- 3 Assess and apply self-management systems to meet increases in academic demands.
- 4 Utilize available academic resources and assistance.

Careers

- 1 Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.
- 2 Employ strategies to achieve future career goals with success and satisfaction.
- 3 Evaluate a variety of resources to aid in career exploration and planning now and in the future.
- 4 Analyze career and educational information to identify the most relevant resources for specific career options.

Citizenship

- 1 Identify and participate in activities that help the individual student become a contributing member of the local and global communities.
- 2 Promote acceptance and respect for cultural differences within the global community.

- 3 Make decisions and act as responsible members of society.
- 4 Interact with others in ways that respect and promote individual and group differences.

Communication/Social Skills

- 1 Develop and apply strategies based on personal experience in preventing and solving problems.
- 2 Assess costs, benefits, and other consequences of proposed solutions.
- 3 Practice interpersonal skills in order to help maintain quality relationships.

Safety

- 1 Utilize decision-making skills to evaluate risk-taking behaviors.
- 2 Evaluate and review resources that address personal safety issues.
- 3 Analyze and refine individual coping skills to manage life-changing events.

Self-Knowledge

- 1 Implement skills necessary to exhibit and maintain a positive self-concept.
- 2 Prioritize roles and responsibilities and implement strategies to balance family, school, activities, and community.
- 3 Self-assess personal problem-solving skills and conflict-resolution skills to enhance relationships with others.

Transitions

- 1 Understand the relationship of academics to the world of work, life at home, and in the local community.
- 2 Self-assess and apply information to expand awareness of high school options and post-secondary programs.
- 3 Know and understand the personal changes required to make a successful transition to new grade level.
- 4 Apply research skills to obtain information on training and education requirement for post-secondary programs.

Eleventh Grade Curriculum

Description:

The goal of the Eleventh Grade School Counseling program is to provide instruction based on content themes. Student will have the opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, classroom activities, community-based resources, comprehensive unit programs, demonstrations, field trips, games, guest speakers, Internet program, simulations, and videos

Objectives

Students will be able to:

Academic Success

- 1 Utilize skills to progress toward educational goals and personal success plan, and take necessary action to achieve goals.
- 2 Consistently utilize educational skills necessary to progress toward individual life-long learning goals.
- 3 Consistently utilize a self-management system and adjust to increased academic demands.
- 4 Utilize available academic resources and assistance.

Careers

- 1 Analyze the education, training, and personal characteristics needed to achieve current life and career goals and compare those characteristics with one's own characteristics.
- 2 Utilize a variety of resources to aid in career exploration and planning.
- 3 Identify personal contributions to a global society to be made as a result of one's life and career choices.

Citizenship

- 1 Build upon activities and experiences that help the individual become a contributing member of the local and global community.
- 2 Apply acquired information, ideas, and skills to different context as students, workers, citizens, and consumers.
- 3 Exhibit respect for different cultures and points of view.
- 4 Understand self as an individual and as a member of diverse local and global communities.

Communication/Social Skills

- 1 Self-assess personal problem-solving skills and conflict-resolution skills to enhance relationships with others.
- 2 Apply interpersonal skills needed to maintain quality relationships.
- 3 Acquire the knowledge, attitude, and interpersonal skills to help the individual understand and respect self and others.

Safety

- 1 Analyze the impact of personal decisions on the safety and health of self and others.
- 2 Demonstrate skills that reinforce a safe environment for all students.
- 3 Apply individual coping skills to manage life-changing events.

Self-Knowledge

- 1 Identify and utilize resources available to help balance family, school, work, activities, and community.
- 2 Practice and modify the skills necessary to exhibit and maintain a positive self-concept.

- 3 Accept personal responsibility in conflict situations.

Transitions

- 1 Increase knowledge and refine skills in preparation for the senior year and post-secondary programs.
- 2 Identify and utilize resources available to help balance family, school, work, activities, and community.
- 3 Know and understand the personal changes required to make a successful transition to new grade level.
- 4 Evaluate information on training and education requirements for post-secondary entrance requirements.

Twelfth Grade Curriculum

Description:

The goal of the Twelfth Grade School Counseling program is to provide instruction based on content themes. Student will have the opportunity to acquire knowledge and skills within all seven Three Lakes School District content themes: academic success, careers, citizenship, communication/social skills, safety, self-knowledge/management, and transitions through interactions with classmates and staff, hands-on activities, literature-based lessons, learning games, and experiences. Utilizing researched-based curriculum, all grade level student learning will be aligned to the Wisconsin Academic Standards for School Counseling within the academic, personal/social, and career curricular domains.

Resources:

Books, classroom activities, community-based resources, comprehensive unit programs, demonstrations, field trips, games, guest speakers, Internet program, simulations, and videos

Objectives

Students will be able to:

Academic Success

- 1 Achieve educational goals, complete personal success plan, and take necessary action to achieve post-secondary program goals.
- 2 Achieve educational levels necessary continue with individual life-long learning goals.
- 3 Exhibit self-management skills necessary for educational achievement.
- 4 Utilize available academic resources and assistance.

Careers

- 1 Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.
- 2 Utilize career and educational information in career decision-making.
- 3 Employ strategies to achieve future career goals with success and satisfaction.
- 4 Know and understand the levels of training and education required for life and career goals.

Citizenship

- 1 Exhibit the personal characteristics of a contributing member of a diverse community.
- 2 Advocate respect for individuals and groups.
- 3 Analyze the duties and responsibilities of individuals in societies.
- 4 Make decisions and act as responsible members of society.

Communication/Social Skills

- 1 Exhibit interpersonal skills to maintain quality relationships.
- 2 Utilize and accept personal responsibility in relationships with others.
- 3 Interact with others in ways that demonstrate respect for individual and group differences.

Safety

- 1 Utilize decision-making skills to make safe and healthy life choices.
- 2 Advocate for the personal safety of self and others.
- 3 Exhibit coping skills to manage life-changing events.

Self-Knowledge

- 1 Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
- 2 Accept personal responsibility in conflict situations.
- 3 Exhibit the ability to balance personal, family, school, community, and work roles.

Transitions

- 1 Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary programs.
- 2 Utilize the achievement and performance skills necessary to succeed in post-secondary programs.
- 3 Know and understand the personal changes required to make a successful transition to post-secondary programs.
4. Utilize knowledge of the world of work, personal interests, and strengths and limitations to develop short- and long-term post-secondary plans.