

School Counseling & Career Guidance: Grades 9-12

(Adopted in 2005)

Academic Development

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

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

Learning Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 value pride in work and achievement.
- 1.3 demonstrate effective study habits (e.g. time and task management, learning styles).
- 1.4 choose to take responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 demonstrate regular school attendance and punctuality.
- 1.7 choose attitudes and behaviors that lead to successful learning.
- 1.8 develop a broad range of interests and abilities.
- 1.9 demonstrate dependability, productivity, and initiative.

Performance Indicators

At Level 1, the student will be able to

- review a variety of organizational, time-management, and study skills for school success.
- list resources to improve study skills.

At Level 2, the student will be able to

- assess the relationship between aptitudes and interests in the development of a six-year academic plan.
- develop a personal plan to improve study habits and identify steps to accomplish the plan.
- work independently as well as cooperatively with others.
- select courses designed to meet long-term career and educational goals.
- attend school regularly and on time.

At Level 3, the student will be able to

- formulate long-term educational and career goals.
- correlate course of study to long-term goals.

Sample Task: School Success

Junior or senior students will write a speech or develop a presentation using technology to inform freshman about attitudes and behaviors that will lead to success in high school course work.

Integration:

English II: 2.06, 2.07, 4.03, 4.04 Wellness: 2.3

U.S. History: 4.0, 6.0

Standard 2: Improve Learning and Achieve Challenging Goals

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

Learning Expectations

The student will

- 2.1 demonstrate critical thinking skills in academic decision making.
- 2.2 practice self-directed and independent learning.
- 2.3 develop and assess six-year plan based upon academic goals.
- 2.4 identify post secondary options consistent with interests, achievement, aptitude, and abilities.
- 2.5 synthesize academic information from a variety of sources.
- 2.6 analyze the relationship between classroom performance and success in school.

Performance Indicators

At Level 1, the student will be able to:

- identify the requirements necessary for each grade level classification and for graduation.
- use critical thinking skills in academic decision making.

At Level 2, the student will be able to

- apply long term goal setting techniques in the academic setting.
- develop self-directed and independent processes.
- develop a plan of study to progress toward educational goals.

At Level 3, the student will be able to

- identify the appropriate educational skills and requirements necessary in making post-secondary decisions.

Sample Task: Researching the Future

Students will research their own future by investigating successes in an academic setting.

Using a portfolio entry with categories on learning style, achievement, assets, special needs, work habits, thinking skills and schoolwork, students will fill in the sections based upon self-knowledge. In pairs or small groups, students will discuss and draw conclusions about their own entries. (Lessons for Life, Vol. 2, 1997, The Center for Applied Research in Education)

Integration

English II: 2.07, 2.08, 2.12, 3.01, 3.05, 4.04

Algebra I: 2.1, 2.8, 3.11, 4.2

Wellness: 4.3

Standard 3: Relate School to Life Experiences

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

Learning Expectations

The student will

- 3.1 demonstrate the ability to balance school, extracurricular activities, leisure time and family time.
- 3.2 analyze how school success and academic achievement enhance future, career and hobbies.
- 3.3 value lifelong learning as essential to seeking, obtaining and maintaining life goals.
- 3.4 select co-curricular and community activities to enhance the school experience.

Performance Indicators

At Level 1, the student will be able to

- state the relationship between learning and work.
- create a time management plan balancing school and other activities.

At Level 2, the student will be able to

- pursue experiences within the school and the community that enhance the learning experience.
- correlate school success and positive transition to community/career.

At Level 3, the student will

- assess how school success and the transition from student to community members are related.
- value learning as a life-long process.

Sample Task: Volunteerism

Students will consider the question: "What can I offer as a volunteer?" Students will assess skills, talents, and interests that they could bring to a volunteer situation. Students will complete a volunteer application form to identify their positive attributes (e.g. prior volunteer experience, hobbies, interests, skills, types of jobs enjoyed).

Integration:

Wellness: 2.3, 4.3, 4.9, 4.11

Career Development

Standard 4: Career Awareness and Employment Readiness Skills

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

Learning Expectations

The student will

- 4.1 apply knowledge of personal abilities, work habits, skills, interests, and values to career choices.
- 4.2 access, interpret, and evaluate career information using technology and other resources.
- 4.3 make decisions, set goals, and develop plans for the future.
- 4.4 demonstrate an understanding of how personal characteristics relate to career choice.
- 4.5 demonstrate appropriate work ethics (e.g., dependability, responsibility, punctuality, honesty, integrity and a positive attitude).
- 4.6 apply employment skills (teamwork, problem-solving and organizational skills).
- 4.7 demonstrate balance between work time and enjoy leisure time.
- 4.8 demonstrate respect for diversity in the workplace.
- 4.9 apply job readiness skills (e.g., writing letters of application, preparing resumes, and interviewing).

Performance Indicators

At Level 1, the student will be able to

- exhibit organizational and time management skills.
- utilize technology for educational and career planning.
- review the six-year academic plan.

At Level 2, the student will be able to

- apply the results of various career assessment instruments and experiences in making career plans.
- apply time management skills when completing major projects.
- recognize work ethics expected by employers.
- use technology and other sources to locate college, financial aid, and job information.
- explain post-secondary goals as related to the six-year academic plan.
- prepare a resume and letter of application and participate in mock job interviews.
- apply respect for diversity in the workplace.

At Level 3, the student will be able to

- apply time and task management skills in an academic and a work-based experience.
- exhibit appropriate behaviors in a work-based experience.
- identify possible career choices using information gained through technology.

Sample Task: Interest Inventory

The purpose of this activity is to assist students in identifying areas of interest and relating them to a variety of career opportunities.

1. Students will complete an interest inventory.
2. Use the data from the interest inventory to identify three areas of career interest.
3. Use technology or other resources to research education and training, skills required, high school courses needed, salary, and employment trends based on career interests.
4. The student will write an essay on the career that matches their interests and aptitudes.

Integration:

English II: 1.01, 1.03, 1.15, 2.01, 2.15, 3.01, 3.07

U.S. History: ERA 6- 6.1

Wellness: 1.2, 2.1, 7.7

Standard 5: Career Information and Career Goals

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

Learning Expectations

The student will

- 5.1 utilize school and community resources to gain information related to career clusters.
- 5.2 identify skills that are transferable from one occupation to another.
- 5.3 apply technology and other research skills to locate information about job and post-secondary education.
- 5.4 demonstrate how societal changes influence employment trends and future training.
- 5.5 assess and modify educational plans to support career goals.
- 5.6 evaluate and update career-planning portfolio.
- 5.7 apply academic and employment readiness skills through work-based learning (e.g. interning, mentoring, and shadowing).

Performance Indicators

At Level 1, the student will be able to

- use personal and career knowledge to determine future plans.
- finalize career portfolio.
- research resources for post-secondary funding.

At Level 2, the student will be able to

- make specific job and/or college decisions based on knowledge of personal interests and abilities.
- use technology to access Tennessee and national labor market trends related to career goals.
- update career portfolio to support future goals.

At Level 3, the student will be able to

- participate in work-based experiences to evaluate career goals.
- validate and/or modify career goals from work-based learning.

Sample Task: Resume Preparation

To acquire the skills needed for resume writing:

1. Discuss the purpose of a resume and its various uses.
2. Explore resume formats.
3. Select a resume format and gather data based on the format.
4. Seek permission from persons listed as references, if included.
5. Construct, edit and type the resume.
6. Submit resume in presentation form.
7. Add resume to career portfolio.

Integration:

English II: 1.08, 1.10, 1.11, 2.04, 2.07, 2.09, 2.12, 3.01, 3.05

Wellness: 1.2

Standard 6: Knowledge and Skills to Achieve Career Goals

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

Learning Expectations

The student will

- 6.1 evaluate how interests, abilities and achievement relate to attaining personal, social, academic and career goals.
- 6.2 apply team-building skills for task completion.
- 6.3 apply conflict management skills in interpersonal relationships.
- 6.4 employ academic and job readiness skills to select post-secondary career options.
- 6.5 identify academic strengths and relate to career achievement.
- 6.6 use technology and other resources for the acquisition of new knowledge and skills.
- 6.7 examine the seven career clusters and select post-secondary options.
- 6.8 explore the changing workplace and its requirements for flexibility and lifelong learning.
- 6.9 compare the effect of work on lifestyles.

Performance Indicators

At Level 1, the student will be able to

- apply listening and team-building skills for task completion.
- relate interests, abilities, and achievement to personal, social, educational, and career goals.
- describe the effect of the changing workplace on future learning.

At Level 2, the student will be able to

- use listening, team building, and conflict resolution skills in groups.
- utilize technology and other resources to assess personal skills, interests, and abilities and prepare for post-secondary options, including tech prep programs.
- relate knowledge of changing workplace trends to post-secondary career options and the need for lifelong learning.
- understand the benefits of preparing multiple post-secondary career options.
- complete all high school course requirements.

At Level 3, the student will be able to

- complete high school courses that earn college credit.
- explore the educational enrichment options of enrolling in a college course while in high school.
- assess how leadership skills apply to school, community, and the world of work.

Sample Task: Careers in the Community

1. Define and discuss personal qualities unique to each individual.
2. Have students brainstorm occupations within their own community and the personal qualities needed for that occupation.
3. Invite a community worker to share personal qualities, education, job description, and relationship of their job to other workers in the community.
4. Allow time for questions
5. Discuss the importance and worth of all jobs.
6. Illustrate any aspect of the community worker and the personal qualities the student possesses that might relate to that occupation.

Integration:

English II: 1.01, 3.07

U.S. History: ERA 6: 3.1, 5.1; ERA 10: 1.1,6.1

Personal and Social Development

Standard 7: Acquire Self Knowledge and Interpersonal Skills

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

Learning Expectations

The student will

- 7.1 develop personal skills that lead to effective, efficient, and productive life choices.
- 7.2 recognize and respect the feelings and needs of self and others.
- 7.3 model appropriate behaviors.
- 7.4 evaluate change as a factor in growth and development.
- 7.5 demonstrate effective communication skills.

- 7.6 maintain meaningful relationships.
- 7.7 recognize changing roles within the family.
- 7.7 work effectively with diverse populations.

Performance Indicators

At Level 1, the student will be able to

- assess personal strengths and assets.
- recognize how attitudes and values affect life.
- demonstrate effective communication in a cooperative setting.
- recognize how listening skills are useful in building relationships.

At Level 2, the student will be able to

- value self and others with regard to individual differences.
- explain what personal assets he/she brings to a cooperative team.
- recognize the impact of change and transition in significant life events.
- recognize that everyone has rights and responsibilities.
- identify changing personal and social roles.
- identify environmental influences on one's behaviors (music, media, consumer marketing).
- distinguish between assertive and aggressive communication.
- assess the value of building and maintaining relationships.
- demonstrate and interpret nonverbal communication.
- develop strategies for initiating a discussion of teen issues within the family.

At Level 3, the student will be able to

- analyze behaviors that contribute to physical and mental health.
- distinguish between assertive and aggressive communication.
- assess the value of building and maintaining relationships.
- demonstrate and interpret nonverbal communication.

Sample Task: Conflict Management

Using a simple story such as "The Zax" by Dr. Seuss, describe a situation in which a conflict arises and each party refuses to budge an inch.

- Stop reading at an appropriate place and have student predict the outcome
- Ask: "Who won?"
- Explore the long term effects on the individuals in the argument, those around them and progress in general
- Brainstorm real-life situations that are similar to the Zax. "The Zax" is included in the book The Sneetches by Dr. Seuss. New York, Random House, 1961.

Integration:

Algebra I: 2.2, 3.6, 3.8, 3.13, 4.1

English II: 1.01, 1.03, 1.15, 2.03, 2.06, 2.09, 3.03, 3.07, 3.08, 4.02, 4.08,

Biology I: 2.6

U.S. History: 1.0, 4.0, 6.0,

Wellness: 1.2, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.5, 3.8, 4.1, 6.1, 6.2, 6.3, 6.10, 7.7

Standard 8: Self-Knowledge Application

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

Learning Expectations

The student will

- 8.1 evaluate alternatives, resources, and the impact of consequences in the decision making process.
- 8.2 evaluate alternative plans to achieve goals.
- 8.3 create a plan and persevere to achieve goals.

Performance Indicators

At Level 1, the student will be able to

- describe personal attributes that affect education and life goals.
- discuss the effects of education, work, and family on individual decision making.

At Level 2, the student will be able to

- utilize assessment results in setting of personal goals.
- analyze how expectations of others affects career, personal, educational decisions.
- identify legally and socially acceptable behaviors/options.
- explore key resources to assist in goal attainment.

At Level 3, the student will be able to

- appraise personal skills that contribute to physical and mental health.

Sample Task: Number Connections

Talk with students about decisions they have made. Point out that students use a decision-making process all the time, but may not realize it. Distribute steps of the process. Present situations that students might face. Divide the class into small work groups; give each group a situation. Using the decision making process, have students work through possible solutions and state possible consequences of the decision.

Integration:

English II: 1.06, 1.07, 1.08, 1.10,

2.04, 2.05, 2.07, 2.08, 2.09, 2.10, 2.11, 2.12,

3.01, 3.04, 3.05, 3.08,

Algebra I: 1.0, 5.0

Biology I: 2.4, 2.5, 2.6, 2.8,4.6, 4.4, 4.8, 6.1, 6.2

U.S. History: 1.0, 5.0

Wellness: 1.0, 7.0

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

Learning Expectations

The student will

- 9.1 analyze stress and its effects on all aspects of health and wellness.
- 9.2 utilize available resources to manage peer pressure, personal safety issues and other life stresses.
- 9.3 evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.
- 9.4 utilize skills to recognize, report, and protect against threats to personal safety.

Performance Indicators

At Level 1, the student will be able to

- gather information concerning current trends in safe and healthy lifestyles.
- demonstrate techniques for handling overt and subtle bullying and harassment.
- list physical, emotional, and psychological risks involved with sexual activity.

At Level 2, the student will be able to

- evaluate the consequences of personal decisions.
- recognize and demonstrate coping strategies for management of personal crises.
- identify skills for resisting persuasive tactics where personal safety at risk.
- explore the impact of prejudices and stereotyping on conflicts.
- recognize the importance of following recommended safety restrictions.
- recognize indicators of potential crisis and report suspicions to school or other appropriate authorities.

At Level 3, the student will be able to

- implement strategies to deal successfully with life transitions.
- explore situations when it is appropriate to breach confidentiality.
- establish a connection with a healthy support network.

Sample Task: Conflict Resolution

Compare conflict to a rocket representing the escalating stages of conflict.

Have the class form small work groups or work as a whole to brainstorm ways de-escalate the the violent situation and the possible consequences of each choice (e.g. avoiding, sharing, apologizing, getting help, humor, compromising, leaving).

Integration

English II: 1.01, 1.13, 1.14, 1.15, 2.01, 1.02, 2.05, 2.07, 2.08, 2.09, 2.11, 2.12, 2.13, 2.15,

3.01, 3.04, 3.05, 3.07, 4.02, 4.04, 4.05, 4.07, 4.08

Biology I: 2.2, 2.4, 2.5, 2.6, 4.5, 4.6, 4.7, 4.8

U.S. History: 1.0, 6.0

Wellness: 1.0, 7.0