

Boulder Valley School District Comprehensive School Counseling Curriculum

Standard 1: Students will demonstrate attitudes, knowledge, and skills associated with successful learning. (Academic)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Complete one-step tasks independently.	<p>Demonstrate the ability to follow simple one- and two-step directions independently.</p> <p>Begin to use the organizing tasks necessary for getting materials to school and turning in assignments.</p>	<p>Demonstrate the ability to follow multi-step directions independently.</p> <p>Continue to use the organizing tasks necessary for getting materials to school and turning in assignments.</p>	<p>Begin to learn how to respond to testing situations.</p> <p>Begin to acquire the skills needed to take materials home for completing homework assignments and preparing for classroom tests.</p> <p>Begin to develop skills for budgeting time for completing academic assignments, both in and out of school.</p>	<p>Reflect on one's experiences with testing situations and identify strategies for improvement.</p> <p>Demonstrate the ability to take materials home for completing homework assignments and preparing for classroom tests.</p> <p>Continue to develop skills for budgeting time for completing academic assignments, both in and out of school.</p>	<p>Continue to reflect upon one's experiences with testing situations and implement strategies for improvement.</p> <p>Demonstrate the ability to follow instructions and complete assignments, including turning them in.</p> <p>Refine skills for budgeting time for completing assignments, both in and out of school.</p>
Work cooperatively with others, including listening, raising hands, taking turns, and sharing materials.	Develop the ability to work effectively in pairs.	Demonstrate the ability to work independently in pairs.	Begin to demonstrate the ability work effectively in groups of three or more.	Demonstrate the ability to work effectively in large and small groups.	Explain the importance of being a responsible group member.
	Begin to learn how to ask for help as a learner when needed.	Demonstrate the ability to ask for help as a learner when needed.	Begin to identify strengths as a learner.	Review and reflect upon one's strengths and needs as a learner.	Continue to review and reflect upon one's strengths and needs as a learner.

Standard 2: Students will graduate with the academic preparation that allows them to choose from a wide range of post-secondary options, including college. (Academic)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Emphasize learning in the other standards.	Emphasize learning in the other standards.	Emphasize learning in the other standards.	Set and report progress on one academic improvement goal. Develop positive expectations regarding one's educational future.	Continue to set and report progress on one academic improvement goal. Develop strategies for selecting appropriate academic goals. Begin to develop awareness of and aspirations for future educational opportunities.	Demonstrate the ability to set two short-term academic goals. Identify potential challenges associated with transition to middle school and develop a tentative plan for addressing them. Continue to develop awareness of and aspirations for future educational opportunities.

Standard 3: Students will demonstrate the ability to investigate the world of work and to make informed career decisions. (Career)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Begin to identify the roles of various members of the school community.	Begin to identify the various roles one has (e.g., friend, child, student, etc.).	Begin to identify the differences in one's personal roles.	Identify effective behaviors associated with the variety of one's personal roles.	Begin to learn the behaviors associated with being an effective leader in school.	Continue to learn the behaviors associated with being an effective leader in school.
Identify careers of community helpers (e.g., firefighter, police officer, etc.).	Begin to identify a variety of occupations.	Begin to develop an awareness of the kinds of things people in a variety of occupations do.	Continue to develop an awareness of the kinds of things people do in a variety of occupations.	Begin to relate personal interests, hobbies, and academic abilities to different careers.	Continue to relate personal interests, hobbies, and academic abilities to different careers.

Standard 4: Students will understand the relationship between personal qualities, education and training, and the world of work.
(Career)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Begin to identify tasks associated with one's job as a student.	Continue to identify tasks associated with one's job as a student.	Continue to identify tasks associated with one's job as a student.	Describe school tasks that are similar to skills essential for job success.		
			Describe how current learning relates to work and how reading, writing, and mathematics are fundamental to success in life.	Develop an awareness of the importance of learning, practice, and effort. Describe the importance of personal qualities such as dependability, promptness, and getting along with others to getting and keeping jobs.	Develop understanding of the importance of learning, practice, and effort. Develop understanding of how work helps to achieve personal success.

Standard 5: Students will demonstrate the knowledge and interpersonal skills to help them understand and respect self and others.
(Personal/Social)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Begin to develop a common understanding of the meaning of respect for self and others.	Continue to develop a common understanding of the meaning of respect for self and others.	Begin to recognize and respect individual differences and roles.	Continue to develop and begin to demonstrate respect for individual differences and roles.	Demonstrate respect for individual differences and roles.	Continue to demonstrate respect for individual differences and roles.
		Begin to recognize and describe positive characteristics of self.	Begin to recognize personal strengths and assets. Begin to recognize how one is perceived by others.	Continue to recognize personal strengths and assets.	Continue to recognize personal strengths and assets.

<p>Begin to learn how to express feelings appropriately.</p> <p>Begin to recognize basic emotions as expressed by self and others.</p>	<p>Continue to learn how to express feelings appropriately.</p> <p>Recognize basic emotions as expressed by self and others.</p> <p>Begin to identify situations and events that arouse strong emotional responses.</p>	<p>Recognize a variety of emotions and develop strategies for appropriately managing them.</p> <p>Begin to develop awareness of how one's behaviors affect the feelings and actions of others.</p> <p>Begin to demonstrate the ability to respond to feelings of others appropriately.</p>	<p>Begin to demonstrate effective strategies for managing feelings.</p> <p>Continue to develop awareness of how one's behaviors affect the feelings and actions of others.</p> <p>Continue to demonstrate the ability to respond to feelings of others appropriately.</p>	<p>Demonstrate and expand strategies for productively managing one's feelings.</p>	<p>Continue to demonstrate and expand strategies for productively managing one's feelings.</p>
<p>Begin to develop a sense of classroom and school community.</p>	<p>Continue to develop a sense of classroom and school community.</p>		<p>Begin to develop awareness of personal behaviors that contribute to the classroom community.</p>	<p>Recognize behaviors in self and others that positively or negatively impact a sense of school community.</p>	<p>Demonstrate behaviors that foster a positive sense of classroom and school community.</p>
<p>Begin to recognize situations involving conflict and how to respond using positive choices.</p>	<p>Continue to recognize situations involving conflict and how to respond using positive choices.</p>	<p>Begin to demonstrate, with adult assistance, conflict resolution skills in situations involving peers.</p>	<p>Demonstrate independently conflict resolution skills in situations involving peers.</p>	<p>Begin to develop skills for resolving conflicts with adults.</p> <p>Expand and strengthen skills for resolving conflicts with peers.</p>	<p>Demonstrate appropriate skills for constructively resolving conflicts with adults.</p> <p>Demonstrate expanded skills for resolving conflicts with peers.</p>
<p>Begin to understand the difference between tattling and telling.</p>	<p>Acknowledge and understand the difference between tattling and telling.</p>	<p>Continue to acknowledge and understand the difference between tattling and telling.</p>	<p>Review and expand one's understanding of the difference between tattling and telling.</p>		

Standard 6: Students will demonstrate the knowledge and skills necessary to make decisions, set goals, and take action to achieve goals. (Personal/Social)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Begin to develop an awareness of making positive and negative choices.	Expand their awareness of making positive and negative choices.	Begin to identify typical school-related social and behavioral decisions.	Identify alternative responses to typical social and behavioral school-related decisions.	Develop an awareness of the steps involved in a decision-making model. Recognize that all decisions have alternatives.	Demonstrate an awareness of the steps involved in a decision-making model. Continue to recognize that all decisions have alternatives.
	Begin to develop an awareness of the consequences of choices.	Begin to understand the consequences of one's choices in the classroom and school community.	Demonstrate understanding of the consequences of choices and actions.	Describe how personal beliefs and attitudes affect decision making.	Continue to describe how personal beliefs and attitudes affect decision making.

Standard 7: Students will understand how interpersonal skills and knowledge enhance personal safety. (Personal/Social)

Kdg. students will	1st grade students will	2nd grade students will	3rd grade students will	4th grade students will	5th grade students will
Begin to identify when telling an adult is necessary to keep self or others safe and unhurt.	Identify when telling an adult is necessary to keep self or others safe and unhurt.	Identify age-appropriate situations that require adult support to maintain the safety of self and others.	Demonstrate strategies for getting adult support to maintain the safety of self and others. Begin to develop an awareness of using the internet safely.	Continue to demonstrate strategies for getting adult support to maintain the safety of self and others. Recognize a variety of potential internet dangers.	Continue to demonstrate strategies for getting adult support to maintain the safety of self and others. Continue to recognize a variety of potential internet dangers.
Begin to recognize appropriate and inappropriate physical contact.	Begin to identify appropriate and inappropriate physical contact and strategies for responding.	Demonstrate age-appropriate strategies for responding to inappropriate physical contact.	Demonstrate age-appropriate strategies for responding to inappropriate physical contact.	Demonstrate age-appropriate strategies for responding to inappropriate physical contact.	Demonstrate age-appropriate strategies for responding to inappropriate physical contact.

Begin to demonstrate awareness of kind behavior.	Demonstrate awareness of kind behaviors and develop awareness of how kindness makes others feel.	Demonstrate skills for showing and acknowledging kindness. Begin to develop an understanding of feeling welcomed and accepted..	Begin to understand how kindness makes others feel welcomed and accepted.	Understand how kindness makes others feel welcomed and accepted.	Demonstrate how kindness makes others feel welcomed and accepted.
	Begin to develop age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.	Begin to demonstrate age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.	Demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.	Demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.	Continue to demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.
		Develop awareness of peer pressure—what it is and what it looks like in operation.	Begin to identify sources of peer pressure.	Continue to identify sources of peer pressure and begin to identify the effects. Begin to develop an awareness of the emotional and physical dangers of gang activity.	Begin to acquire and demonstrate skills for responding effectively to peer pressure. Develop an awareness of the emotional and physical dangers of gang activity. Begin to understand the emotional and physical dangers of substance abuse.