

**Boulder Valley School District
Comprehensive School Counseling Curriculum**

Elementary Curriculum

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

To achieve this standard, kindergarten students will:

- Complete one-step tasks independently, and
- Work cooperatively with others, including listening, raising hands, taking turns, and sharing materials.

To achieve this standard, 1st grade students will:

- Demonstrate the ability to follow simple one- and two-step directions independently,
- Begin to use the organizing tasks necessary for getting materials to school and turning in assignments,
- Develop the ability to work effectively in pairs, and
- Begin to learn how to ask for help as a learner when needed.

To achieve this standard, 2nd grade students will:

- Demonstrate the ability to follow multi-step directions independently,
- Continue to use the organizing tasks necessary for getting materials to school and turning in assignments,
- Demonstrate the ability to work independently in pairs, and
- Demonstrate the ability to ask for help as a learner when needed.

To achieve this standard, 3rd grade students will:

- Begin to learn how to respond to testing situations,
- Begin to acquire the skills needed to take materials home for completing homework assignments and preparing for classroom tests,
- Begin to develop skills for budgeting time for completing academic assignments, both in and out of school,
- Begin to demonstrate the ability to work effectively in groups of three or more, and
- Begin to identify strengths as a learner.

To achieve this standard, 4th grade students will:

- Reflect on one's experiences with testing situations and identify strategies for improvement,
- Demonstrate the ability to take materials home for completing homework assignments and prepare for classroom tests,
- Continue to develop skills for budgeting time for completing academic assignments, both in and out of school,
- Demonstrate the ability to work effectively in large and small groups, and
- Review and reflect upon one's strengths and needs as a learner.

To achieve this standard, 5th grade students will:

- Continue to reflect upon one's experiences with testing situations and implement strategies for improvement,
- Demonstrate the ability to follow instructions and complete assignments, including turning them in,
- Refine skills for budgeting time for completing assignments, both in and out of school,
- Explain the importance of being a responsible group member, and
- 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.

To achieve this standard, kindergarten students will:

- Emphasize learning in the other standards.

To achieve this standard, 1st grade students will:

- Emphasize learning in the other standards.

To achieve this standard, 2nd grade students will:

- Emphasize learning in the other standards.

To achieve this standard, 3rd grade students will:

- Set and report progress on one academic improvement goal, and
- Develop positive expectations regarding one's educational future.

To achieve this standard, 4th grade students will:

- Continue to set and report progress on one academic improvement goal.
- Develop strategies for selecting appropriate academic goals, and
- Begin to develop awareness of and aspirations for future educational opportunities.

To achieve this standard, 5th grade students will:

- 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, and
- 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.

To achieve this standard, kindergarten students will:

- Begin to identify the roles of various members of the school community, and
- Identify careers of community helpers (e.g., firefighter, police officer, etc.).

To achieve this standard, 1st grade students will:

- Begin to identify the various roles one has (e.g., friend, child, student, etc.), and
- Begin to identify a variety of occupations.

To achieve this standard, 2nd grade students will:

- Begin to identify the differences in one's personal roles, and
- Begin to develop an awareness of the kinds of things people in a variety of occupations do.

To achieve this standard, 3rd grade students will:

- Identify effective behaviors associated with the variety of one's personal roles, and
- Continue to develop an awareness of the kinds of things people do in a variety of occupations.

To achieve this standard, 4th grade students will:

- Begin to learn the behaviors associated with being an effective leader in school, and
- Begin to relate personal interests, hobbies, and academic abilities to different careers.

To achieve this standard, 5th grade students will:

- Continue to learn the behaviors associated with being an effective leader in school, and
- 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.

To achieve this standard, kindergarten students will:

- Begin to identify tasks associated with one's job as a student.

To achieve this standard, 1st grade students will:

- Continue to identify tasks associated with one's job as a student.

To achieve this standard, 2nd grade students will:

- Continue to identify tasks associated with one's job as a student.

To achieve this standard, 3rd grade students will:

- Describe school tasks that are similar to skills essential for job success, and
- Describe how current learning relates to work and how reading, writing, and mathematics are fundamental to success in life.

To achieve this standard, 4th grade students will:

- Develop an awareness of the importance of learning, practice, and effort, and
- Describe the importance of personal qualities such as dependability, promptness, and getting along with others to getting and keeping jobs.

To achieve this standard, 5th grade students will:

- Develop understanding of the importance of learning, practice, and effort, and
- 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.

To achieve this standard, kindergarten students will:

- Begin to develop a common understanding of the meaning of respect for self and others,
- Begin to learn how to express feelings appropriately,
- Begin to recognize basic emotions as expressed by self and others,
- Begin to develop a sense of classroom and school community
- Begin to recognize situations involving conflict and how to respond using positive choices, and
- Begin to understand the difference between tattling and telling.

To achieve this standard, 1st grade students will:

- Continue to develop a common understanding of the meaning of respect for self and others,
- Continue to learn how to express feelings appropriately,
- Recognize basic emotions as expressed by self and others,
- Begin to identify situations and events that arouse strong emotional responses,
- Continue to develop a sense of classroom and school community,
- Continue to recognize situations involving conflict and how to respond using positive choices, and
- Acknowledge and understand the difference between tattling and telling.

To achieve this standard, 2nd grade students will:

- Begin to recognize and respect individual differences and roles,
- Begin to recognize and describe positive characteristics of self,
- Recognize a variety of emotions and develop strategies for appropriately managing them,
- Begin to develop awareness of how one's behaviors affect the feelings and actions of others,
- Begin to demonstrate the ability to respond to feelings of others appropriately,
- Begin to demonstrate, with adult assistance, conflict resolution skills in situations involving peers, and
- Continue to acknowledge and understand the difference between tattling and telling.

To achieve this standard, 3rd grade students will:

- Continue to develop and begin to demonstrate respect for individual differences and roles,
- Begin to recognize personal strengths and assets,
- Begin to recognize how one is perceived by others,
- Begin to demonstrate effective strategies for managing feelings,
- Continue to develop awareness of how one's behaviors affect the feelings and actions of others,
- Continue to demonstrate the ability to respond to feelings of others appropriately,
- Begin to develop awareness of personal behaviors that contribute to the classroom community,
- Demonstrate independently conflict resolution skills in situations involving peers, and
- Review and expand one's understanding of the difference between tattling and telling.

To achieve this standard, 4th grade students will:

- Demonstrate respect for individual differences and roles,
- Continue to recognize personal strengths and assets,
- Demonstrate and expand strategies for productively managing one's feelings,
- Recognize behaviors in self and others that positively or negatively impact a sense of school community,
- Begin to develop skills for resolving conflicts with adults, and
- Expand and strengthen skills for resolving conflicts with peers.

To achieve this standard, 5th grade students will:

- Continue to demonstrate respect for individual differences and roles,
- Continue to recognize personal strengths and assets,
- Continue to demonstrate and expand strategies for productively managing one's feelings,
- Demonstrate behaviors that foster a positive sense of classroom and school community,
- Demonstrate appropriate skills for constructively resolving conflicts with adults, and
- Demonstrate expanded skills for resolving conflicts with peers.

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

To achieve this standard, kindergarten students will:

- Begin to develop an awareness of making positive and negative choices.

To achieve this standard, 1st grade students will:

- Expand their awareness of making positive and negative choices, and
- Begin to develop an awareness of the consequences of choices.

To achieve this standard, 2nd grade students will:

- Begin to identify typical school-related social and behavioral decisions, and
- Begin to understand the consequences of one's choices in the classroom and school community.

To achieve this standard, 3rd grade students will:

- Identify alternative responses to typical social and behavioral school-related decisions, and
- Demonstrate understanding of the consequences of choices and actions.

To achieve this standard, 4th grade students will:

- Develop awareness of the steps involved in a decision-making model,
- Recognize that all decisions have alternatives, and
- Describe how personal beliefs and attitudes affect decision making.

To achieve this standard, 5th grade students will:

- Demonstrate awareness of the steps involved in a decision-making model,
- Continue to recognize that all decisions have alternatives, and
- Continue to describe how personal beliefs and attitudes affect decision making.

Standard 7: Students will understand how interpersonal skills and knowledge enhance personal safety.

To achieve this standard, kindergarten students will:

- Begin to recognize when telling an adult is necessary to keep self or others safe and unhurt,
- Begin to recognize appropriate and inappropriate physical contact, and
- Begin to demonstrate awareness of kind behavior.

To achieve this standard, 1st grade students will:

- Identify when telling an adult is necessary to keep self or others safe and unhurt,
- Begin to identify appropriate and inappropriate physical contact and strategies for responding,
- Demonstrate awareness of kind behaviors and develop awareness of how kindness makes others feel, and
- Begin to develop age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.

To achieve this standard, 2nd grade students will:

- Identify age-appropriate situations that acquire adult support to maintain the safety of self and others,
- Demonstrate appropriate strategies for responding to inappropriate physical contact,
- Demonstrate skills for showing and acknowledging kindness,
- Begin to develop an understanding of feeling welcomed and accepted,
- Begin to demonstrate age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers, and
- Develop awareness of peer pressure—what it is and what it looks like in operation.

To achieve this standard, 3rd grade students will:

- Demonstrate strategies for getting adult support to maintain the safety of self and others,
- Begin to develop an awareness of using the internet safely,
- Demonstrate age-appropriate strategies for responding to inappropriate physical contact,
- Begin to understand how kindness makes others feel welcomed and accepted,
- Demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers, and
- Begin to identify sources of peer pressure.

To achieve this standard, 4th grade students will:

- Continue to demonstrate strategies for getting adult support to maintain the safety of self and others,
- Recognize a variety of potential internet dangers,
- Demonstrate age-appropriate strategies for responding to inappropriate physical contact,
- Understand how kindness makes others feel welcomed and accepted,

- Demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers,
- Continue to identify sources of peer pressure and begin to identify the effects, and
- Begin to develop an awareness of the emotional and physical dangers of gang activity..

To achieve this standard, 5th grade students will:

- 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,
- Demonstrate age-appropriate strategies for responding to inappropriate physical contact,
- Demonstrate how kindness makes others feel welcomed and accepted,
- Continue to demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers,
- Begin to acquire and demonstrate skills for responding effectively to peer pressure,
- Develop an awareness of the emotional and physical dangers of gang activity, and
- Begin to understand the emotional and physical dangers of substance abuse.