

Boulder Valley School District

Comprehensive School Counseling Curriculum Continuum Grades 6-12

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

6 th grade students will	7 th grade students will	8 th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<u>Learning</u> Develop an awareness of basic learning styles and which style is personally strongest (auditory, visual, kinesthetic).		Describe how one has used knowledge of basic learning styles to help one's self as a learner.	Expand knowledge of learning styles to include more sophisticated models (e.g., LSA or multiple intelligences) and apply knowledge of one's own style to developing effective learning strategies.			
<u>Study Skills</u> Demonstrate understanding of the importance of effective study skills (e.g., note-taking, test-taking, or task management).		Apply the study skills that are personally most effective for enhancing academic success.	Refine and apply the study skills that are personally most effective for enhancing academic success.	Refine and apply study skills to enhance success in more rigorous academic course work.		
<u>Academic Assistance</u> Know the various resources available for academic assistance, identify when needed, and implement strategies for accessing, as appropriate.	Know		the various resources available for academic assistance at the high school level and develop strategies for self-advocating to obtain academic help.			

<u>Academic Goal Setting & Problem Solving</u>			Review to-date academic performance and set a goal for improvement. Use problem-solving and decision-making skills to monitor one's academic progress and respond appropriately.	Review to-date academic performance and set goal for improvement. Use problem-solving and decision-making skills to monitor one's academic progress and respond appropriately.	Review to-date academic performance and set a goal for improvement. Use problem-solving and decision-making skills to monitor one's academic progress and respond appropriately.	
<u>Organizing</u> Develop and implement structured routines for organizing and planning school work.	Continue to implement structured routines for organizing and planning school work.	Evaluate the effectiveness of routines for planning and organizing school work and identify areas for improvement.	Learn effective time management skills and the importance of completing tasks on time as it applies to personal, academic, and career goals.			
<u>Attitudes re: Successful Learning</u> Identify the attitudes and behaviors that lead to successful learning.	Develop an understanding of the difference between internal and external motivation.	Demonstrate understanding of what motivates one's self and set goals that help maintain a positive interest in learning.	Identify	any attitudes or behaviors that inhibit successful learning in high school and use problem-solving and decision-making skills to respond appropriately.		

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)

6 th grade students will	7 th grade students will	8 th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<u>Transition</u> Identify the significant differences between elementary and middle school and address the challenges these differences present.	Identify the significant differences between 6 th and 7 th grade and address the challenges these differences present.	Identify the significant differences between 7 th and 8 th grade and address the challenges these differences present.	Identify the significant differences between middle level and high school and address the challenges these differences present.	Review the transition to high school and continue to address the remaining challenges.		
<u>Aptitudes and Interests</u>	Explore personal academic aptitudes and interests.	Apply knowledge of personal academic aptitudes and interests to educational goal setting.	Understand the relationship between academic decisions, including participation in co-curricular activities, and career and educational opportunities.			
<u>Educational Decision making</u>	Use	decision-making strategies to establish an educational goal and to identify strategies for achieving it.	Use decision-making strategies to establish an educational goal and identify strategies for achieving it.	Review and revise personal educational goals with an awareness of the future implications of one's choices.	Continue to review and revise personal educational goals with an awareness of the future implications of one's choices.	Continue to review and revise personal educational goals with an awareness of the future implications of one's choices.
<u>Educational Planning</u> Select 7 th grade courses with a beginning awareness of long-term educational goals and to maximize academic achievement.	Select 8 th grade courses with an awareness of long term educational goals and to maximize academic achievement.	Prepare for the transition to high school by developing an awareness of 4 year academic planning.	Develop and implement a 4 year academic plan consistent with personal educational goals.	Review and modify as appropriate the four-year academic plan consistent with personal educational goals	Evaluate and modify four-year academic plans consistent with personal educational and post-secondary goals.	Evaluate and modify four-year academic plans consistent with personal educational and post-secondary goals.

<u>Post secondary Options and Planning</u>	Develo	p an awareness of how educational planning impacts post-secondary options.	Identify	<p>post-secondary goals consistent with interests, abilities and academic achievement.</p> <p>Develop knowledge of the college admissions testing process.</p>	<p>Demonstrate understanding of the entrance process for college and other post-secondary institutions, including admissions tests and requirements, and how to obtain information about different colleges and other post-secondary options.</p> <p>Develop knowledge of various sources of financial support for post-secondary education and awareness of the process to access them.</p>	<p>Know how to complete the entrance process for college and other post-secondary institutions as appropriate.</p> <p>Know how to complete the process of applying for financial support for post-secondary education.</p>

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

6 th grade students will	7 th grade students will	8 th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<u>Careers & Social Norms</u>	Develop an awareness of the dignity of all careers and that all careers are accessible to any gender or racial/ethnic group.			Develop and demonstrate an awareness of changing societal patterns regarding gender and racial/ethnic roles in different occupations.		
<u>Career Exploration</u>	Develop an awareness of resources for career exploration.	Demonstrate knowledge of career exploration and develop skills to locate, evaluate and interpret career information.	Locate and interpret career information, using multiple resources.	Continue to locate and interpret career information, using multiple resources. Demonstrate an understanding of career pathways and the career process.	Continue to interpret and evaluate career information.	
<u>Self & Career Planning</u>	Identify	personal preferences, interests and skills influencing career choice and success.	Identify personal skills, interests, and abilities and relate them to career choices.	Continue to identify personal skills, interests, and abilities and relate them to career choices.	Continue to identify personal skills, interests, and abilities and relate them to career choices.	Use effective decision-making skills in career planning.
<u>Employment Skills</u>				Learn how to search for a job, including learning job requirements and determining how one meets them.	Write a resume and demonstrate how to interview well.	

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

6 th grade students will	7 th grade students will	8 th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<u>Personal Attributes and Work:</u> Understand the importance of responsibility, dependability, punctuality, integrity, and effort in school and personal life.	Develo	p an awareness of personal qualities and motivations.	Identify how personal responsibility, personal integrity, and a sense of justice are important in school and personal life.	Identify how personal responsibility, personal integrity and a sense of justice are important in the work place.	Demonstrate understanding of how and why such personal characteristics as self-motivation and discipline, persistence, independence, confidence, curiosity, flexibility, open-mindedness, openness to change, and willingness to take risks are values in the workplace.	Develop understanding of how interests, abilities, and achievement relate to achieving personal, educational and career goals.
<u>Personal Work Skills</u>		Develo	p an awareness of the importance of good work habits in both the world of academics and the world of work.			
<u>Academic Achievement & Careers</u>	Dev	elop understanding of the relationship between academic achievement and career success.	Continue to develop understanding of the relationship between academic achievement and career success.	Review current academic achievement and develop strategies that will enhance opportunities for future career success.	Review current academic achievement and develop strategies that will enhance opportunities for future career success.	Review current academic achievement and develop strategies that will enhance opportunities for future career success.
<u>Academic and Personal Strengths & Careers</u>				Identify and evaluate one's academic and personal strengths and limitations and how they relate to broad career paths.	Continue to identify and evaluate one's academic and personal strengths and limitations and how they relate to broad career paths.	Demonstrate understanding of how interests, abilities, and achievement relate to achieving personal, educational and career goals.

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

6 th grade students will	7 th grade students will	8th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<p><u>Individual & Cultural Differences</u> Demonstrate respect for others.</p> <p>Develop awareness of and demonstrate respect and appreciation for individual and cultural differences.</p>	<p>Demonstrate respect for others.</p> <p>Continue to develop and demonstrate respect and appreciation for individual and cultural differences.</p>	<p>Demonstrate respect for others.</p> <p>Develop understanding of the cultural, religious, ethnic, gender identity, age, and ability differences that characterize our society.</p>	<p>Demonstrate respect for others.</p> <p>Continue to develop understanding of the cultural, religious, ethnic, gender identity, age, and ability differences that characterize our society.</p>	<p>Demonstrate respect for others.</p> <p>Continue to develop understanding of the cultural, religious, ethnic, gender identity, age, and ability differences that characterize our society.</p>	<p>Demonstrate respect for others.</p> <p>Demonstrate understanding of the cultural, religious, ethnic, gender identity, age, and ability differences that characterize our society</p>	<p>Demonstrate respect for others.</p> <p>Demonstrate understanding of the cultural, religious, ethnic, gender identity, age, and ability differences that characterize our society</p>
<p><u>Stress/Conflict Management Skills</u> Develop effective coping skills for dealing with problems, including learning how to access resources for support.</p> <p>Demonstrate skills in resolving conflicts with peers and adults.</p>	<p>Develop expanded skills in conflict resolution and effective coping skills.</p>		<p>Use effective interpersonal communication skills to express feelings and resolve conflicts.</p> <p>Develop personal skills and techniques for managing anger and stress, including maintaining self-control and accessing resources for support.</p>			
<p><u>Personal Strengths and Assets</u> Identify personal strengths and assets.</p>				<p>Develop independence, self-confidence, self-advocacy, and resiliency as a learner and member of society.</p>	<p>Exhibit</p>	<p>independence, self-confidence, self-advocacy and resiliency as a learner and member of society.</p>

<u>Alternative Points of View</u>	Develop knowledge and understanding of alternative points of view	Demonstrate respect for alternative points of view.				
<u>Interpersonal Communication Skills</u> Develop good listening skills.	Develop effective communication skills.				Demonstrate the capacity to work well with a variety of people, including the ability to compromise and solve problems in a mutually respectful manner.	
<u>Interpersonal Relationships</u>		Develo	p an understanding of the continuum of relationships one may have in friendships, dating relationships and other interactions.			

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

6 th grade students will	7 th grade students will	8 th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<u>Learn & Use Decision Making</u>	Learn a model for decision making and problem solving.	Demonstrate use of a decision-making model in a given personal situation.	Develop	Identify and apply an effective decision-making and problem-solving model to a variety of situations.		
<u>Apply Decision making to Goal Setting</u>	Identify short- and long-term goals and strategies for achieving them			Develop an action plan to set and achieve realistic personal goals.		
<u>Individual Efficacy</u> Learn that decisions and choices have consequences.	Understand the consequences of decisions and choices.	Develop	Develop personal awareness of the relationship between personal/social goals, actions, and outcomes.	Describe and reflect on how one's own thoughts or actions have resulted in specific <i>outcomes</i> .		
<u>Self-Advocacy</u> Learn when, where and how to seek help for solving problems and making decisions.	Demonstrate when, where and how to seek help for solving problems and making decisions.	Understand	Understand the concept of resiliency and the need to adapt to achieve personal goals.	Review the concept of resiliency and the need to adapt to achieve personal goals effectively.		

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

6 th grade students will	7 th grade students will	8 th grade students will	9 th grade students will	10 th grade students will	11 th grade students will	12 th grade students will
<p><u>Bullying & Harassment</u> Define bully, victim, and bystander behavior.</p> <p>Identify effective strategies for responding to bullying/harassment as a bully, victim, or bystander.</p> <p>Identify strategies for seeking assistance when harassed, bullied, or discriminated against at school.</p>	<p>Develop personal awareness of one's own behavior as a bully, victim, or bystander.</p> <p>Continue to identify strategies for seeking assistance when harassed, bullied, or discriminated against at school.</p>		<p>Develop strategies for seeking assistance and coping with the reactions when harassed, bullied, or discriminated against at school or within the community</p>			
<p><u>Resisting Negative Peer Influence</u> Develop an understanding of the need for resisting negative peer pressure and influence.</p>	<p>Develop effective skills for resisting negative peer pressure and influence.</p>	<p>Demonstrate effective skills for resisting negative peer pressure and influence.</p>	<p>Review and demonstrate effective skills for resisting negative peer pressure and influence.</p>	<p>Continue to demonstrate effective skills for resisting negative peer pressure and influence.</p>		
<p><u>Boundaries and Self Advocacy</u> Understand how to set personal boundaries, assert individual rights, and protect personal privacy.</p>	<p>Develop skills for setting personal boundaries, asserting individual rights, and protecting personal privacy.</p>	<p>Continue to develop skills for setting personal boundaries, asserting individual rights, and protecting personal privacy.</p>	<p>Demonstrate understanding of the need to set personal boundaries and protect rights and personal privacy in the high school environment.</p>	<p>Demonstrate strategies for setting personal boundaries and protecting rights and personal privacy in the high school environment.</p>		

<p><u>Appropriate Physical Contact</u> Identify the generally accepted standards for appropriate and inappropriate touching</p>	<p>Review the differences between appropriate and inappropriate touching.</p>	<p>Understand the personal importance of knowing the differences between appropriate and inappropriate touching.</p>	<p>Continue to understand the personal importance of distinguishing between appropriate and inappropriate physical contact.</p>	<p>Understand the generally accepted standards for appropriate and inappropriate physical contact.</p>		
<p><u>Seeking Support</u> Differentiate between situations requiring peer support and situations requiring adult or professional assistance.</p>	<p>Continue to differentiate between situations requiring peer support and situations requiring adult or professional <i>assistance</i></p>		<p>Differentiate between situations requiring peer support and situations requiring adult professional help in the high school environment, (e.g., substance abuse, mental health, etc.).</p>			
<p><u>Caring Attitudes</u> Understand how caring and kindness, showing respect, and acting with civility reduce conflict with others.</p>	<p>Demonstrate how caring and kindness, showing respect, and acting with civility reduce conflict with others.</p>	<p>Develo</p>	<p>p knowledge of the expectations for caring for others, showing respect, kindness and compassion, tolerance, and civility at the high school level.</p>	<p>Demonstrate understanding of the importance of caring for others, including showing respect, kindness and compassion, tolerance, and civility in reducing conflict with others.</p>		