



UNIVERSITY SCHOOLS

Curriculum Map
Middle School Counselor
Jennifer Roth

American School Counselor Association Academic Domain
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
Competency A1: Improve Academic Self Concept Competency A2: Acquire Skills for Improving Learning Competency A3: Achieve School Success
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options
Competency B1: Improve Learning Competency B2: Plan to Achieve Goals
Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community
Competency C1: Relate School to Life Experience

American School Counselor Association Career Development Domain
Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
Competency A:1 Develop Career Awareness Competency A:2 Develop Employment Readiness
Standard B Students will employ strategies to achieve future career goals with success and satisfaction
Competency B:1 Acquire Career Information Competency A:2 Identify Career Goals
Standard C Students will understand the relationship between personal qualities, education, training, and the world of work
Competency C1 Acquire Knowledge to Achieve Career Goals Competency C2 Apply Skills to Achieve Career Goals

American School Counselor Association Personal/Social Domain
Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others
Competency A:1 Acquire Self-Knowledge Competency A:2 Acquire Interpersonal Skills
Standard B Students will make decisions, set goals, and take necessary action to achieve goals
Competency B:1 Self-Knowledge Application
Standard C Students will understand safety and survival skills
Competency C1 Acquire personal Safety Skills

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
Theme	COMMUNITY BUILDING “Celebrating Diversity at University”	RESPECTING OTHERS “Celebrating Diversity at University” <u>Coffee With Your Counselors</u> : Diversity activity, counselor program and BARK	KEEPING SAFE Red Ribbon Week	WE MAKE A DIFFERENCE Group Work

Middle School Counseling Curriculum Map, 3

Personal/Social	6 th Transitions: Bullying Prev. - Safe2Tell - Security Director - Administration - Role Play 6-8 Family Meeting Assembly - Welcome & Expectations 6-8 Teach BARK 6-8 Open House&WEBOrientation K-12 Faculty Diversity Training - Diversity Beans - World Map	6 th Transitions 6-8 Family Meeting 6-8 Diversity Program - Identify countries of ancestors' origins for world map - Diversity Bean Activity - Bulldog Pledge Bulletin - Parent Meeting Welcome new teachers	6 th Transitions 6-8 Family Meeting 6 th WEB lesson: Preventing Rumors 6-8 Bulldog- Ette Alliance 6-8 CSU Ropes Challenge Course 6-8 Red Ribbon Week - Pledge - Assembly - Demonstration - History - Ribbons	6-8 Bulldog- Ette Alliance 6-8 Changing Families Groups
Academic	6-8 Open House 6-8 Family Meeting - School expectations - Transition	6-8 Cookie With Your Counselor - Individual appointments - Review grades - Question and answers - Discuss transition		
RESOURCES	Middle School handbooks BARK - matrix template, drawing, lanyards Transition - Safe2Tell stickers, guest speaker schedule WEB - activity supplies - snacks - t-shirts	Teacher Care Package: mugs, pencils, Tylenol, post-its, chocolate, Student Services brochure, welcome card Student Care Package: locker magnets, pencils, Smarty's candy, Student Services brochure Diversity Program: World map, flags, jelly beans BARK: 10 Tips, school matrix, home matrix Appointment cards, cookies, cumulative Files Parent Meeting: Coffee, treats and handouts: ADL Handbook, 10 tips for parenting, BARK matrix, BARK cards, drawings	Safe and Drug Free Grant \$ for Ribbon Week WEB - Lesson, training space, food supplies, evaluation forms Challenge Course \$, transportation request, field trip permission, check for course fee	Group Supplies - Paper bags/boxes, markers, balls, construction paper, play dough Girls Group - Movie, popcorn, movie permission letters

TRIMESTER 2

	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Theme	WE MAKE A DIFFERENCE Group Work	ACT WITH KINDNESS	RESPECT OTHERS Coffee With Your Counselors; bullying prevention, teasing, name calling, improving relational aggression	BE RESPONSIBLE with academic success <i>National School Counseling Week</i>

Personal/Social	6-8 Changing Families Groups 6-8 Bulldog- Ette Alliance	6-8 Changing Families Groups 6-8 Bulldog- Ette Alliance 6-8 Food Drives	6-8 Bullying Prevention	
Academic	6-8 Cesar Chavez Cultural Center 6-8 Community Service Showcase	6-8 Guided Exploration and Elective Course offerings	6 th & 8 th Advising placement 8 th HS Registration ○ Graduation requirements ○ High School athletics and NCAA	6-8 Academic Success ○ Student Profile Sheets
Career				
RESOURCES	Group Supplies ○ Paper bags/boxes, markers, balls, construction paper, play dough Girls Group ○ Posters, baked goods, fundraiser permission Cesar Chavez ○ Transportation request, field trip permission Community Service ○ Banner	Girls Group ○ Transportation request, field trip permission and bake sale donation, bubbles, body image scale, play dough	HS Registration ○ Course description, sign up sheet, sample transcript New Student Information Meeting ○ Business cards, MS handbook Parent Meeting ○ Coffee, treats and handouts	Parent Meeting ○ Coffee, treats and handouts NSCW ○ Pamphlets, email to teachers, newsletter, endorsement, food, banner, supply kit, balloons

TRIMESTER 3

	FEBRUARY	MARCH	APRIL	MAY
Theme	BE RESPONSIBLE with academic success	BE RESPONSIBLE with academic success <u>Coffee With Your Counselors</u> : academic success	BARKING up the CAREER LADDER Parent Meeting: Career and transitions	BARKING up the CAREER LADDER

Middle School Counseling Curriculum Map, 5

Personal/Social			7 th WEB Leader Nominations & Announcement 7 th WEB Leader Spring Play Day	WEB Lesson: Pick me ups!
Academic	6-8 Educational Life Folder 6-8 Math recommendation	6-8 CSAP Support 5 & 6 Speed Friending Transition Activity	8 th UNC Latino/Latina Youth Leadership conference 10 th Assist ACT admin. 6 th & 8 th grade advisor placement 6-8 Finalize class schedule	7 th UNC College Visit 6 th & 8 th Transition
Career				6 th Career Exploration ○ Tiger Woods Foundation ○ Myers Briggs 8 th CollegeInColorado
RESOURCES	ELF ○ Card stock, 6 th grade class Career exploration ○ How to be successful in MS handbook, time management Worksheet, interest inventories	CSAP ○ Snacks ○ Celebration ○ CSAP BARK WEB nomination forms	WEB Leader Applications WEB ○ Snacks for WEB Leader Spring Play Day ○ Reserve auditorium Advisor request sheets Reserve Computer Lab UNC ○ \$ for Transportation and Registration to conferences	WEB Certificates UNC ○ UNC Tour Guide Contact Person (Trevor: 351-1711) ○ Transportation request, field trip permission CollegeInColorado reserve computer lab, world history class, guest speaker

Standards and Competencies of Emphasis for
6th, 7th and 8th Graders

Academic Domain	Classroom Guidance	Individual Student Planning	Responsive Services	System Support
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to				

effective learning in school and across the lifespan.				
Competency A1: <i>Improve Academic Self Concept</i>				
A:A1.1 Articulate feelings of competence and confidence as learners	6			
A:A1.5 Identify attitudes and behaviors that lead to successful learning	6			
Competency A2: <i>Acquire Skills for Improving Learning</i>				
A:A2.1 Apply time management and task-management skills	6			
A:A2.3 Use communications skills to know when and how to ask for help when needed	6,7,8			
A:A2.4 Apply knowledge and learning styles to positively influence school performance	6,7,8			
Competency A3: <i>Achieve School Success</i>				
A:A3.1 Take responsibility for their actions				
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options				
Competency B1: <i>Improve Learning</i>				
A:B1.3 Apply the study skills necessary for academic success at each level				
A:B1.4 Seek information and support from faculty, staff, family, and peers	6,7,8			
A:B1.6 Use knowledge of learning styles to positively influence school performance	6,7,8			
A:B1.7 Become a self-directed and independent learner				
Competency B2: <i>Plan to Achieve Goals</i>				
A:B2.1 Establish challenging academic goals				
A:B2.2 Use assessment results in educational planning				
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement				
A:B2.4 Apply knowledge of aptitudes and interests to goal setting				
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals.				
A:B2.6 Understand the relationship between classroom performance and success in school.				
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities				
Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community				
Competency C1: <i>Relate School to Life Experience</i>				
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life				
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals				
A:C1.5 Understand that school success is the preparation to make the transition from student to community member.				
A:C1.6 Understand how school success and academic achievement enhance future				

career and vocational opportunities				

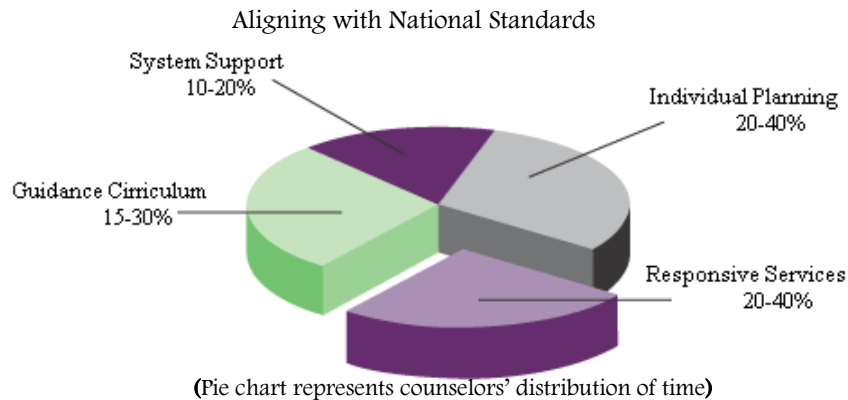
Career Development Domain	Classroom Guidance	Individual Student Planning	Responsive Services	System Support
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions				
Competency A1: Develop Career Awareness				
C:A1.1 Develop skills to locate, evaluate and interpret career information				
C:A1.2 Learn about the variety of traditional and nontraditional occupations				
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations				
C:A1.7 Understand the importance of planning				
C:A1.8 Pursue and develop competency in areas of interest				
C:A1.10 Balance between work and leisure time				
Competency A2: Develop Employment Readiness				
C:A2.1 Apply decision-making skills to career planning, course selection and career transition				
C:A2.6 Learn how to write a resume				
C:A2.9 Utilize time-management and task-management skills				
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction				
Competency B1: Acquire Career Information				
C:B1.1 Apply decision-making skills to career planning, course selection and career transition				
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice				
C:B1.5 Use research and information resources to obtain career information				
Competency B2: Identify Career Goals				
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals				
C:B2.2 Assess and modify their educational plan to support career				
C:B2.3 Use employability and job readiness skills in internship, shadowing and/or other work experience				
C:B2.4 Select course work that is related to career interests				
C:B2.5 Maintain a career-planning portfolio				
Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work				
Competency C1: Acquire Knowledge to Achieve Career Goals				

C:C1.3 Identify personal preferences and interests influencing career choice and success				
Competency C2: Apply Skills to Achieve Career Goals				
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals				
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or other work experiences				

Personal/Social Domain	Classroom Guidance	Individual Student Planning	Responsive Services	System Support
Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others				
Competency A:1 Acquire Self-Knowledge				
PS.A1.1 Develop positive attitude toward self as a unique and worthy person	6,7,8	6,7,8	6,7,8	6,7,8
PS.A1.2 Identify values, attitudes and beliefs: Diversity Program	6,7,8			
PS:A1.3 Learn the goal-setting process: Personal Learning Plans	6,7,8			
PS.A1.4 Understand change is part of growth				
PS.A1.5 Identify and express feelings: Second Step	6,7,8		6,7,8	as needed
PS.A1.6 Distinguish between appropriate and inappropriate behavior: Second Step				as needed
PS.A1.7 Recognize personal boundaries, rights and privacy needs				as needed
PS.A1.8 Understand the need for self-control and how to practice it: Second Step	6,7,8			as needed
PS.A1.10 Identify personal strengths and assets				
Competency A:2 Acquire Interpersonal Skills				
PS:A2.2 Respect alternative points of view				
PS:A2.3 Recognize, accept, respect and appreciate individual differences: Diversity Program				
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity: Diversity Program				
PS:A2.6 Use effective communication skills: Second Step	6,7,8			as needed
PS:A2.8 Learn how to make and keep friends: Girls Group	6,7,8			as needed
Standard B Students will make decisions, set goals, and take necessary action to achieve goals: Personal Learning Plans				
Competency B:1 Self-Knowledge Application				
PS:B1.2 Understand consequences of decisions and choices				
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences				
PS:B1.9 Identify long-and short-term goals				
PS:B1.10 Identify alternative ways of achieving goals				
Standard C Students will understand safety and survival skills				

Competency C1 Acquire personal Safety Skills				
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact: Transitions	6			
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy				
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help: Transitions	6			
PS:C1.6 Identify resource people in the school and community, and know how to seek their help: Transitions	6			
PS:C1.7 Apply effective problem solving and decisions making skills to make safe and healthy choices: Second Step	6,7,8			
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse: Red Ribbon Week	6,7,8			
PS:C1.9 learn how to cope with peer pressure				

University Schools Comprehensive School Counseling Program



Academic, career, and personal/social development is offered to students through the following 4 components of a comprehensive school counseling program.

1: School Guidance Curriculum Time distribution: 15-30%

Guidance curriculum promotes growth in academic, career, and personal/social development, and ensures objectives are developmentally appropriate for each student at each grade-level. Guidance curriculum is implemented thorough the following:

- Classroom instruction
- Interdisciplinary curriculum development
- Small and large group activities
- Parent workshops and instruction.

2: Individual Student Planning Time distribution: 20-40%

Individual student planning involves evaluating students' interests in personal, educational, and career plans and goals. Counselors facilitate activities and resources that assist students' in accomplishing their desired outcomes. Individual student planning focuses on student transition and is achieved through:

- Individual or small-group appraisal
- Individual or small-group advisement

3: Responsive Services Time distribution: 20-40%

Responsive services is designed to meet the immediate needs of students, which is obtained through:

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Peer facilitation

4: System Support Time distribution: 10-20%

System support fosters a plan for evaluation and implementation, public awareness, professional development, utilizing volunteers, and advisement. System support is obtained through:

- Professional development
- Consultation, collaboration and teaming
- Program management and operations