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**SAU 19
CAREER, GUIDANCE AND COUNSELING
PROGRAM CURRICULUM**

3/23/99

The SAU 19 Career, Guidance and Counseling Curriculum is adapted from national and state documents to best meet the needs of Goffstown students in the area of personal-social, academic, and career development. Key works used in the development of this document include the *State of NH Career Development Curriculum Framework*, and the *American School Counseling Association National School Counseling Standards*.

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CAREER, GUIDANCE AND COUNSELING PROGRAM CURRICULUM SAU 19

DUNBARTON

GOFFSTOWN

NEW BOSTON

INTRODUCTION

The primary goal of the school-counseling program is to enhance student achievement and accomplishment. The Career, Guidance and Counseling Curriculum establishes goals, expectations, opportunities and experiences for all students. This unified perspective ensures that quality learning opportunities and challenging experiences will be available for all students. Public awareness and support for the role of school counselors and the function of the school-counseling program in supporting student learning is critical. **School counseling is an integral partner in the educational system.**

Students growing up in Dunbarton, Goffstown, and New Boston face the normal challenges of coping with everyday problems. Effective school counseling programs are a collaborative effort between the counselor and other educators to create an environment within which school success is promoted. Coupled with societal changes are the national, state, and local challenges that focus on raising expectations for teaching and learning. School counselors in SAU #19 are actively committed to helping students understand that the choices that they make will affect their educational and career options.

Accountability is essential to determining the success of school counseling programs. Decisions at the school and system level will be needed to determine the degree to which students have acquired the skills and knowledge defined by content standards and performance standards.

NATIONAL STANDARDS AND STATE CURRICULUM FRAMEWORKS

The SAU #19 Career Guidance and Counseling Curriculum is based on the National School Counseling Standards and the New Hampshire Career Development Curriculum Frameworks.

CAREER, GUIDANCE AND CURRICULUM STANDARDS

Standards assure equitable access to school counseling programs for all students. Adopting and implementing standards will change the way school-counseling programs are designed and delivered across the three school districts.

Measurable success resulting from this effort can be documented by an increased number of students completing school with the academic preparation, the career awareness, and the personal/social growth essential to choose from a wide range of post-secondary options.

The standards address program content and the knowledge, attitudes and skill competencies that all students will develop as a result of participating in a school counseling program.

THE GOALS OF CAREER, GUIDANCE AND COUNSELING STANDARDS

The Standards focus on what all students, from pre-kindergarten through grade 12, should know, understand, and be able to do to enhance their development. According to counseling and educational professional literature, the content of school counseling programs focuses on three widely accepted and interrelated areas: academic development; career development; and personal/social development.

BENEFITS OF SCHOOL COUNSELING PROGRAMS

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, post-secondary institutions, student services personnel, business and industry and the community.

Benefits for Students

1. *Prepares students for the challenges of the 21st century.*
2. *Relates educational program to future success.*
3. *Facilitates career exploration and development.*
4. *Develops decision-making and problem-solving skills.*
5. *Assists in acquiring knowledge of self and others.*
6. *Enhances personal development.*
7. *Assists in developing effective interpersonal and intrapersonal relationship skills.*
8. *Broadens knowledge of our changing world.*
9. *Provides advocacy for students.*
10. *Encourages cooperative peer interactions.*
11. *Fosters resiliency factors for students.*
12. *Assures equitable access to educational opportunities.*

Benefits for Parents

1. *Prepares children for the challenges of the 21st century.*
2. *Provides support for parents in advocating for their child's academic, career, and personal/social development.*
3. *Develops a system for their child's long-range planning and learning.*
4. *Increases opportunities for parent/school interaction.*
5. *Enables parents to access school and community resources.*

Benefits for Teachers

1. *Provides an interdisciplinary team effort to address student needs and educational goals.*
2. *Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.*
3. *Provides consultation to assist teachers in their guidance role.*

Benefits for Administrators

1. *Integrates school counseling with the academic mission of the school.*

2. *Provides a program structure with specific content.*
3. *Assists administration to effectively utilize school counseling services to enhance learning and development for all students.*
4. *Provides a means of evaluating school counseling programs.*

Benefits for the School Board

1. *Provides rationale for implementing a systemic, sequential and clearly defined counseling program in the school system.*
2. *Provides assurance that a quality-counseling program is available to all students.*
3. *Demonstrates the necessity of appropriate levels of funding for implementation.*
4. *Supports appropriate credentialing and staffing.*
5. *Provides a basis for determining funding allocations for school counseling programs.*
6. *Furnishes program information to be delivered to the community.*
7. *Gives ongoing information about student competencies and standards for excellence attained through school counseling program efforts.*

Benefits for School Counselors

1. *Provides a clearly defined role and function.*
2. *Eliminates non-counseling functions.*
3. *Provides service to all students.*
4. *Provides a tool for program management and accountability.*
5. *Enhances the role of the school counselor as a student advocate.*
6. *Ensures involvement in the academic mission of the school.*
7. *Provides ongoing opportunities for collaboration and consultation with teachers.*

Benefits for Post-secondary Institutions

1. *Enhances articulation and transition of students to post-secondary educational institutions.*
2. *Prepares students for advanced educational opportunities.*
3. *Motivates students to seek a wide range of post-secondary options.*

Benefits for Student Services Personnel

1. *Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.*
2. *Clarifies areas of overlapping responsibilities.*
3. *Fosters a positive team approach, which enhances cooperative working relationships.*

Benefits for Business and Industry

1. *Increases opportunities for business and industry to participate actively in the total school program.*
2. *Provides increased opportunity for collaboration among school, business, industry and community.*
3. *Provides decision-making skills, pre-employment skills, and increased worker maturity for a future workforce.*

Benefits for the Community

1. *Provides an increased opportunity for collaboration and participation of community members with the schools.*
2. *Creates community awareness and visibility of the school-counseling program.*
3. *Connects the community to the needs of the school and the school to the needs of the community.*
4. *Enhances economic development through quality preparation of students for the world of work.*

COMPONENTS OF CAREER, GUIDANCE AND COUNSELING PROGRAMS

Crisis Response

Crisis, as defined by SAU #19 guidelines, comes under three headings: natural disaster; traumatic personal tragedy; and immediate danger. As a result of any of these crises, the regular school schedule for some or all students and staff may be interrupted for an unknown length of time. There are other crises confronted by school counselors that do not necessarily fall under these headings. Generally speaking, these crises are of an immediate nature and concern the welfare or safety of an individual or group, student(s) or staff. When confronted by a crisis of this nature, it is imperative that the counselor deal with this directly and immediately and stop all other unrelated activity. At the conclusion of the crisis, the counselor is free to resume other guidance and counseling functions.

Counseling:

- ***Individual Counseling***

Individual counseling is a face-to-face, one-on-one interaction between a counselor and an individual in which they work together on a problem or topic of interest such as careers, conflict resolution, family issues, crisis intervention, and school-based problems. Individual counseling provides maximum privacy where the counselor acts as a facilitator and imparts information to allow free exploration of ideas, feelings and behaviors. School counselors establish trust and build a helping relationship. They respect the individual's confidentiality while always considering actions in terms of rights, integrity, and the welfare of the individual. Legal and ethical standards obligate counselors to report and refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

- ***Small Group Counseling***

In small group counseling, a counselor works with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Consultation: The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences through staff development activities, or parent educational classes. The consultation provides information and skills to parents/guardians, teachers, and the community to assist them in helping students in

academic, career, and personal/social development. Consultation may be delivered individually or in small groups.

Coordination: As a counselor intervention, coordination is the process of managing various indirect services that benefit students. Counselors serve as liaisons between students, parents, teachers and administrators, support personnel, and appropriate community resources to facilitate successful student development. Facilitation may include organizing special events that involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, or a guidance related teacher or parent education program. As student advocates, school counselors seek equitable access to programs and services for all students.

Case Management: Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas.

Guidance Curriculum: Counselors provide information, knowledge, and skills through academic, career, and personal/social development curricula. This is often delivered in large group meetings, which offer the best opportunity to provide guidance to the largest number of students in a school. Counselors should first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. Counselors develop and present special guidance units, which give attention to particular developmental issues or areas of concern in their respective schools. They may collaborate with teachers and other members of the school community to deliver part of the guidance and counseling curriculum.

Program Evaluation and Development: Counselors continually assess the needs of their students, evaluate their programs, and make changes in the school counseling program to better meet the current, identified needs of students.

Program Delivery, Achieving the Balance: To achieve balance among the program components and to utilize all of the delivery methods, it is necessary to maintain a realistic counselor-student ratio that fully supports the number of staff necessary to provide a standards-based program. The ASCA recommends a ratio of 1/100 (ideal) to 1/300 (maximum) to implement a standards-based, comprehensive school-counseling program. In addition, a comprehensive developmental school-counseling program is a full time program and requires counselors to spend 70-80% of their time in direct contact with students. The school counselor's duties need to be limited to program delivery and direct counseling services.

SCHOOL COUNSELING PROGRAM STANDARDS

- create a framework for school counseling programs
- identify the key components of a school counseling program

- identify the knowledge and skills that all students should acquire as a result of the K-12 school counseling program
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion to all students.
- establish school counseling as an integral component of the academic mission of the educational system.
- encourage equitable access to school counseling services for all students, provided by a credentialed school counselor.

A comprehensive school-counseling program is developmental and systematic in nature, sequential, clearly

defined, and accountable. It is jointly founded upon developmental psychology, educational philosophy and counseling methodology (ASCA, 1994). The school-counseling program is integral to the educational enterprise. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long skills. More specifically, school counseling programs employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life success skills for students.

The school counselor is not the counseling program. The program is independent of any specific counselor's role. Counselors work with all educators in creating an environment that promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages with teaching staff, administration, families, student service personnel, agencies, businesses, and other members of the community. School success depends upon the cooperation and support of the entire faculty, staff, and students services personnel.

The primary goal of the school-counseling program is to promote and **enhance student learning** through the three broad interrelated area of **student development**. Each of these areas of student development encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills, which form the foundation of the developmental school counseling program.

The three areas of student development are:

Academic development
Career development
Personal/social development

Recognizing that not all children develop in a linear fashion according to a certain timetable, there is intentional overlapping among grade levels (elementary, middle, and high school). The school-counseling program reflects the progression of student development throughout grades pre-K through 12. It is understood that the mastery of basic skills facilitates the mastery of higher-order skills in each area of development. The school counselor uses a variety of strategies, activities, delivery methods, and resources to promote the desired

student development. The school counselor's responsibilities include the design, organization, implementation, and coordination of the program.

- ***The program standards for academic development guide the school-counseling program to implement strategies and activities to support and maximize each student's ability to learn.*** Academic development includes acquiring skills, attitudes, and knowledge which contribute to effective learning in school and across the life span; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic development standards and competencies support the premise that all students meet or exceed the local, state, and national academic standards.
- ***The program standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge. The standards enable students to make a successful transition from school to the world of work, and from job to job across the life span.*** Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering understanding of the relationship between personal qualities,

educational and training, and the world of work. Career development standards and competencies ensure that students develop career goals as a result of participation in a comprehensive plan of career awareness, exploration and preparation activities.

- ***The program standards for personal/social development guide the school-counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood.*** Personal/social development contributes to academic and career success. Personal/social development includes the acquisition of skills, attitudes, and knowledge which help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society. Personal/social development standards and competencies ensure that students have learned to successfully and safely negotiate their way in the increasingly complex and diverse world of the 21st century.

ROLES AND RESPONSIBILITIES OF SCHOOL COUNSELORS

All professional school counselors must have a master's degree, meet certification standards as defined by the state of New Hampshire and attend workshops and conferences for professional growth and development.

As student advocates, school counselors participate as members of the educational team. They consult and collaborate with teachers, administrators, and parents to assist students to be successful academically, vocationally, and personally. School counselors are recognized as partners of the instructional staff in the development of good citizens and leaders. As schools and communities initiate and establish partnerships to address common concerns, it is important that these efforts are implemented in a manner which facilitates the educational process and the full use of school and other community resources on behalf of students and their families.

COUNSELORS AT ALL LEVELS:

- Counsel individual students in small groups with goal oriented sessions in response identified needs
- Promote and encourage positive attitudes, choices, decision making and personal relationships
- Provide counseling services and support to teachers, administrators and support staff.
- Inform families in the effective use of community resources
- Provide support services to families including: developmental education, remedial and enrichment opportunities and intervention strategies for school related problems
- Coordinate and facilitate conferences with students, parents, teachers and administrators
- Orient new students
- Serve on appropriate school, community and staff committees addressing the needs of young people
- Serve as liaisons between students and appropriate referral services
- Respond to crisis situations and coordinate intervention efforts
- Report suspected abuse of students as per state law
- Report student declaration of intent to harm self or others and facilitate follow-up plan as per district procedures
- Are responsible for the development and case management of 504 Accommodation Plans as per the Civil Disabilities Act
- Provide and coordinates counseling and guidance programs for students

- Consult with teachers, parents and other professionals within and outside the school
- Provide support to other educational programs within the school and community
- Assist with new parent orientation
- Maintain a master calendar of counseling and guidance activities
- Respond to referrals by teachers and parents
- Maintain a list of referral sources
- Assist in the development of guidance budget
- Consult regularly with administration
- Assist with transition programs including Step Up Day
- Complete documentation for Medicaid Reimbursement

ROLES AND RESPONSIBILITIES OF ELEMENTARY SCHOOL COUNSELORS - Grades 1-6

Elementary school is a time when students develop attitudes concerning school, self, peers, social groups, and family. Elementary school counselors set the tone for developing skills, knowledge, and attitudes necessary for children to become healthy, productive adults. Counselors at the elementary level work as a team with school, parents, and community to create a caring atmosphere whereby children's needs are met through prevention, early identification and intervention.

Counselors at the elementary level: Grades 1 - 6

- Develop behavior plans
- Communicate and exchange information with families through newsletters

- Schedule parent meetings with parents and teachers (add to middle school)
- Provide classroom programming on a variety of topics that are relevant to student growth
- Organize and supervise the third and sixth grade State Assessment

ROLES AND RESPONSIBILITIES OF MIDDLE SCHOOL COUNSELORS – Grades 7 - 8

Middle school is an exciting but frustrating time for students as well as for their parents and teachers. Transition is the key word. Through the middle school years, physical and psychological changes are numerous. Together, middle school counselors, parents, teachers, administrators, and community members can help students focus on transition through a collaborative approach using developmental counseling, patience, understanding, and above all caring.

Middle school students are characterized by:

- ◆ Being very active, yet easily fatigued due to rapid physical growth
- ◆ Searching for their own unique identity, turning more towards their peers rather than to their parents for ideas and affirmation
- ◆ Extremely sensitive to comments from others
- ◆ Relying on friends to provide comfort, understanding, and approval.

Counselors at the Middle School Level:

- Review test results to provide information and help students assess their abilities, needs, achievements, and interests
- Lend support to school, career and personal plans
- Supervise Guidance volunteers and interns
- Maintain cumulative files
- Plan, implement and evaluate programs including: Parent Kid Connection and Career Program
- Assist with Transition Programs including Step Up Day and Hilltopper Transition Edition
- Schedule parent meetings with parents and teachers
- Coordinate Operation Impact field trip
- Disseminate summer school information
- Coordinate MVMS eighth grade student registration for high school

ROLES AND RESPONSIBILITIES OF HIGH SCHOOL COUNSELORS – Grades 9 -12

High school is a time of decisions. Students are deciding who they are and how to move forward. High school years are filled with excitement, frustration, disappointment, and hope. Students need accurate information, concrete experiences, and successful planning. During this time high school students are characterized by:

- ◆ Exploring and evaluating their strengths, skills, and abilities
- ◆ Tuning into peer acceptance and feedback

- ◆ Separating from parents/family to explore and define their independence
- ◆ Planning for the future

Counselors at the High School Level:

- Guide groups and individual students through the development of educational and career plans
- Maintain student graduation requirement records
- Mentor incoming guidance counselors
- Provide educational and informational workshops: college application, financial aid
- Maintain an up-to-date library of career and post-secondary school information
- Network with post-secondary schools
- Conduct in-service programs for faculty as a whole, by department, or team
- Interpret test results (cognitive, aptitude and achievement) to students, parents, faculty, and administrators
- Supervise the changing of student schedules in accordance with district and building level policies
- Provide classroom presentations/activities
- Disseminate summer school information
- Administer and interpret interest inventories
- Advise students and families pursuing alternatives to conventional education - PASS, GED, GOAL, etc.

CAREER, GUIDANCE AND COUNSELING PROGRAM STANDARDS

I. Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career Development

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard 5: Students will employ strategies to achieve future career success and satisfaction.

Standard 6: Students will understand the relationship between personal qualities, education and training, and the world of work.

III. Personal/Social Development

Standard 7: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard 9: Students will understand safety and survival skills

I. Academic Development

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Broad student competencies

Improve Academic Self-concept

Students will:

- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning
- demonstrate motivation for learning by taking an active role in directing one's own learning

Acquire Skills for Improving Learning

Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve School Success

Students will:

- take responsibility for their actions
- demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity, and initiative
- share knowledge

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Self-monitor progress in achieving tasks by setting time limits.
2. Establish expectations for achievement and use evaluation tools.
3. Actively seek response, advice, and critique of others.
4. Demonstrate effective study and information-seeking habits.
5. Demonstrate an understanding of the importance of practice, effort, and learning.
6. Describe how one's role as a student is like that of an adult worker.

End of grade 8

In addition to the above, students will be able to:

1. Plan activities to achieve learning goals.
2. Monitor his or her own learning process and revise activities accordingly, considering strategies for improving academic skills.
3. Identify their preferred Learning Style.
4. Devise a system, such as a flow chart or log, for keeping track of progress and goals, and adjusting priorities to meet deadlines and manage time.
5. Demonstrate the capacity to use a variety of tools, such as library, museum, technology, etc., to enhance learning.
6. Establish learning goals around interests, attitudes, values, abilities and achievements.
7. Demonstrate knowledge of school tasks that are similar to skills essential for job success.

End of grade 12

In addition to the above, students will be able to:

1. Independently identify resources and tools needed, such as library, museums, technology, etc., to achieve learning goals.
2. Demonstrate knowledge of how a course of study selection relates to the selection of college majors, further training and/or entry to the job market.
3. Demonstrate knowledge of how skills developed in academic and vocational programs relate to career goals.
4. Show evidence of effective time management
5. Consider information from others' critiques as a resource in achieving goals.

I. Academic Development

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Broad student competencies

Improve Learning

Students will:

- demonstrate the motivation to achieve individual potential.
- learn and apply critical thinking skills.
- apply the study skills necessary for academic success at each level.
- seek information and support from faculty, staff, family and peers.
- organize and apply academic information from a variety of sources.
- use knowledge of learning styles to positively influence school performance.
- become self-directed and independent learners.
- demonstrate problem-solving skills and be able to describe how problems impact systems.

Plan to achieve goals

Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school.
- use assessment results in educational planning.
- develop and implement an annual plan of study to maximize academic ability and achievement.
- apply knowledge of aptitudes and interests to goal setting.
- use problem-solving and decision-making skills to assess progress toward educational goals.
- understand the relationship between classroom performance and success in school.
- identify post-secondary options consistent with interests, achievement, aptitude, and abilities.

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Demonstrate an understanding of the basic mathematical operations of addition, subtraction, multiplication, and division.
2. Describe steps needed to solve a problem.
3. Demonstrate that a problem may be solved in more than one way.
4. Identify patterns and relationships in computation and problem-solving.
5. Use inductive reasoning to draw conclusions.
6. Use models, known facts, properties, and relationships to explain their thinking.

End of grade 8

In addition to the above, students will be able to:

1. Select appropriate computational techniques to help solve problems and, if appropriate, use mental computation and estimation strategies to check reasonableness of results.
2. Describe the process used to solve a problem and apply the process to a new problem.
3. Use problem solving in civic, social, and everyday settings.
4. Identify when there is enough information to propose a solution to a problem.
5. Identify the operating principles underlying a system (people, machines, processes) and evaluate the operation of a system.
6. Use deductive reasoning and reasoning by analogy to solve problems.

End of grade 12

In addition to the above, students will be able to:

1. Identify the issues involved in making a decision or solving a problem.
2. Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology.
3. Use logic to draw conclusions from available information.
4. Develop a plan that reflects and builds on relevant precedents and be able to communicate that plan clearly.
5. Analyze the design and management of a system.
6. Develop and test strategies to optimize the performance of a system.

I. Academic Development

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Broad student competencies

Relate School to Life Experiences

Students will:

- demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- seek co-curricular and community experiences to enhance the school experience.
- understand the relationship between learning and work.
- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
- understand that school success is the preparation to make the transition from student to community member.
- understand how school success and academic achievement enhance future career and avocational opportunities.

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Solve simple real-world problems that call for the use of academic knowledge and skills.
2. Demonstrate how academic skills are relevant to work-related and community based situations.

End of grade 8

In addition to the above, students will be able to:

1. Describe the skills and knowledge required in several careers and relate those skills to subject areas taught in school.
2. Prepare and present information based on a job shadowing experience that focuses on the academic and educational requirements of the position.
3. Complete a project as an individual or a member of a group that demonstrates how technology and academic skills are used in a workplace or community setting.

End of grade 12

In addition to the above, students will be able to:

1. Complete a class project or activity in coordination with personnel from a local company or community-based organization.

2. Complete an interdisciplinary project as an individual or part of a group that demonstrates how academic and vocational skills and principles are combined to create products and services in the workplace.
3. Participate in a short or long-term project, work based experience, or community service learning experience that blends academic and applied learning.
4. Analyze a job description or training plan to identify application of academic skills and the personal and financial benefits of a job.
5. Identify how job requirements are changing due to technological advances.

II. Career Development

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Broad student competencies

Develop Career Awareness

Students will:

- develop skills to locate, evaluate, and interpret career information.
- learn about the variety of traditional and non-traditional occupations.
- develop an awareness of personal abilities, skills, interests, and motivations.
- learn how to interact and work cooperatively in teams.
- learn how to make decisions.
- learn how to set goals.
- understand the importance of planning.
- pursue and develop competency in areas of interest.
- develop hobbies and avocational pursuits.
- balance between work and leisure time.
- understand how changing economic and societal needs influence employment trends and future training.

Develop Employment Readiness

Students will:

- acquire employability skills such as working on a team, problem-solving and organizational skills.
- apply job-readiness skills to seek employment opportunities.
- demonstrate knowledge about the changing workplace.
- learn about the rights and responsibilities of employers and employees.
- develop a positive attitude toward work and learning.
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- utilize time and task management skills.

- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.
- understand how changing economic and societal needs influence employment trends and future training.

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Demonstrate an awareness and knowledge of the work of family members, school personnel and community workers.
2. Describe jobs that are present in the local community.
3. Demonstrate the ability to obtain career information from parents, relatives, adult friends, and/or neighbors.

End of grade 8

In addition to the above, students will be able to:

1. Make decisions and set goals appropriate to their developmental level.
2. Use interest inventories to identify a number of occupational groups for exploration.
3. Demonstrate an understanding of career clusters and career ladders.
4. Explore the educational requirements of various occupations.

End of grade 12

In addition to the above, students will be able to:

1. Locate, evaluate and interpret a range of resources of career information.
2. Identify and explain the rights and responsibilities of employees and employers.
3. Identify individuals in selected occupations as possible information sources, role models or mentors.
4. Explain how employment opportunities relate to lifelong learning and training.
5. Demonstrate an understanding of the balance between work and leisure roles and their interrelationship.
6. Recognize the impact of factors such as population, economic trends and geographic location on occupational opportunities.

II. Career Development

Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Broad student competencies

Acquire Career Information

Students will:

- apply decision-making skills to career planning, course selection, and career transitions.
- identify personal skills, interests, and abilities and relate them to current career choices.
- demonstrate knowledge of the career planning process
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and non-traditional occupations and how these relate to career choice.
- learn to respect individual uniqueness in the workplace

Identify career skills

Students will:

- demonstrate an awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- select course work that is related to career interests
- maintain a career planning portfolio
- learn to write a resume

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Identify personal qualities and relate them to successful completion of schoolwork.
2. Develop a positive attitude toward learning.
3. Demonstrate a positive attitude toward work.
4. Describe and demonstrate the importance of planning.

End of grade 8

In addition to the above, students will be able to:

1. Explain the relationship between educational achievement and career planning.

2. Describe, either orally, visually, or in writing, how personal preferences and interests influence career choices and success.
3. Identify the education and training needed to achieve a variety of personal career goals.
4. Demonstrate knowledge of the learning opportunities offered at the high school level.
5. Develop an individual career and educational plan based on self-assessment to include tentative decisions and planning for high school and beyond.

End of grade 12

In addition to the above, students will be able to:

1. Evaluate the relationship between their personal traits and achieving personal, social, educational and career goals.
2. Demonstrate an understanding of the importance of a positive attitude toward work and learning.
3. Demonstrate the importance of responsibility, dependability, punctuality, and integrity in school, at the workplace and in adult life.
4. Review and update individual educational and career plan based on progress and continued and changing development of interests.
5. Analyze the issue of gender equity and traditional and non-traditional occupations and how these relate to career choice and a positive workplace environment.

II. Career Development

Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Broad student competencies

Acquire Knowledge to Achieve Career Goals

Students will:

- understand the relationship between educational achievement and career success.
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests which influence career choices and success.
- understand that the changing workplace requires lifelong learning and acquiring new skills.
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression.

Apply skills to Achieve Career Goals

Students will:

- demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Demonstrate appropriate safety practices in the school setting.
2. Demonstrate an understanding of how work is important to all people.
3. Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, and family member).
4. Describe how work can satisfy personal needs.

End of grade 8

In addition to the above, students will be able to:

1. Demonstrate self-direction in their learning and work.
2. Demonstrate effective time-management skills.
3. Employ appropriate safety practices related to the world of work.

4. Describe how contributions of individuals both inside and outside the home are important.
5. Demonstrate the ability to work with people who are different from oneself (race, age, gender).

End of grade 12

In addition to the above, students will be able to:

1. Demonstrate learning habits and skills that can be used in various educational and occupational situations.
2. Describe academic or occupational skills required for a full or part-time job.
3. Demonstrate job-search skills such as completing applications, interviewing and resume writing.
4. Apply employability and job readiness skills to internship, mentoring, shadowing and/or other world-of-work related experiences.
5. Apply personal skills, interests, abilities, and aptitudes to career decisions.
6. Identify the steps required for transition from high school to entry into post-secondary education, training, employment, or the armed services.
7. Devise a plan for, and complete, the steps required for chosen transition from high school.
8. Demonstrate skills necessary to function as a consumer and manage financial resources.

III. Personal/Social Development

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Broad student competencies

Acquire Self-knowledge

Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify values, attitudes, and beliefs
- learn the goal setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it.
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire Interpersonal Skills

Students will:

- recognize that everyone has rights and responsibilities
- respect alternative points of view
- recognize, accept, respect and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening and nonverbal behavior
- learn how to make and keep friends

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Identify and appreciate personal characteristics (i.e., likes, dislikes, interests, abilities, skills).
2. Describe the importance of personal characteristics to getting and keeping a job.
3. Identify healthy ways of dealing with conflicts, stress, and emotions of self and others.
4. Demonstrate an awareness of how one is seen by others.
5. Demonstrate a positive attitude about self.
6. Demonstrate knowledge of good health habits.
7. Identify how behaviors affect school and family life.

End of grade 8

In addition to the above, students will be able to:

1. Describe individual skills required to fulfill different life roles.
2. Demonstrate awareness of how one's behavior influences self-concept and the feelings and actions of others.
3. Describe personal beliefs and attitudes.
4. Identify environmental influences on attitudes, behaviors and aptitudes
5. Demonstrate skills in working cooperatively/collaboratively with others.

End of grade 12

In addition to the above, students will be able to:

1. Demonstrate the ability to use peer and adult feedback.
2. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, education, and career goals.
3. Demonstrate knowledge of life stages.
4. Demonstrate an awareness of the effect of emotional and physical health on decision making.
5. Demonstrate behaviors that maintain physical and mental health.

III. Personal/Social Development

Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Broad student competencies

Self-knowledge applications

Students will:

- use a decision-making and problem-solving model.
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions.
- know how to apply conflict-resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

Proficiency Standards for grades 4, 8 and 12

End of grade 4

Students will be able to:

1. Demonstrate ability to form a team and identify its common goal.
2. Work toward a common goal as a member of a team.
3. Identify the skills needed and practice how to resolve conflicts with other people.
4. Demonstrate an understanding of, appreciation for, and sensitivity to a multicultural world.
5. Demonstrate how to express feelings, reactions and ideas in an appropriate manner.
6. Identify sources and effects of peer pressure.

End of grade 8

In addition to the above, students will be able to:

1. Identify and demonstrate team skills that lead to the successful accomplishment of a common goal
2. Demonstrate tolerance and respect in interpersonal and group situations.
3. Demonstrate the ability to present facts that support opinions, listen to dissenting points of view and reach a shared decision.
4. Provide honest and helpful feedback to others in a group project.

End of grade 12

In addition to the above, students will be able to:

1. Demonstrate confidence and positive self-concept in all areas of life.
2. Demonstrate the ability to teach others and take leadership roles when appropriate.
3. Demonstrate effective and flexible team skills as team member or leader.
4. Demonstrate the ability to accept responsibility for self and recognize the rights of others.

III. Personal/Social Development

Standard 9: Students will understand safety and survival skills

Broad student competencies

Acquire personal safety skills

Students will:

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- learn the difference between appropriate and inappropriate physical contact
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community, and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events.

Proficiency Standards for grades 4, 8 and 12

End of grade 4

The student will be able to:

1. State their full name, address, and telephone number (including area code).
2. Demonstrate knowledge of when and how to utilize 911 and/or the operator in an emergency.
3. State what constitutes an emergency and who to inform in case of an emergency.

4. Identify school rules.
5. Identify safety rules.
6. Demonstrate knowledge of why rules are necessary.
7. Learn the difference between comfortable and uncomfortable touches.
8. Differentiate between a safe secret and an unsafe secret.
9. Identify the feelings associated with inappropriate physical contact.
10. Recognize and identify four basic feelings: sad, mad, happy and scared.
11. Differentiate and demonstrate how to make safe and healthy choices a) by themselves, b) with peer support, and c) with adult support
12. Identify resource people in the school and know how to seek their help.
13. Describe effects of substance abuse.
14. Describe the difference between a medicine and a drug.
15. Define and recognize peer pressure.
16. Learn strategies for responding to bullying, harassment, and other conflicts.

End of grade 8

In addition to the above, the student will be able to:

1. Demonstrate knowledge of how to reach their current emergency contact.
2. Demonstrate knowledge of school rules and the expectations and consequences stated in the school handbook.
3. Identify situations that will require adult assistance.
4. Demonstrate knowledge of the effects that substance use and abuse has on interpersonal relationships.
5. Identify and put into practice strategies to resist and respond to peer pressure.
6. Identify sources of stress and conflict, and identify strategies to deal with them.
7. Identify resources and learn skills necessary to deal with changes and adjustments in their everyday lives.

End of grade 12

In addition to the above, the student will be able to:

1. Identify the rules, laws, and policies governing their communities and how they pertain to individual rights and responsibilities
2. Demonstrate effective individual decision-making skills relative to personal safety issues.
3. Recognize situations that require adult assistance and demonstrate the ability to access appropriate resources.
4. Utilize strategies and coping skills to manage peer pressure, stress, conflict and major life events.

***Goffstown Area High School
Student Services Department
Master Calendar***

A. GUIDANCE CURRICULUM

<u>Activities:</u>	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	A u g u s t
8 th Grade Orientation					✓							
Freshman Orientation		✓										
Sophomore Initiative								✓				
Manchester School of Technology tour					✓							
College Fair(s)		✓						✓				
Alumni Reception					✓							
College Visits	✓	✓	✓	✓	✓							
College Information Night (Parents)		✓										
Financial Aid Workshop				✓								
Course Selection Meetings				✓	✓			✓	✓			
College Planning Process (Seniors)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
College Planning process (Juniors)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Career Day (Sophomores)				✓								
Step-up Day										✓		

Ongoing / Occasional:

- Classroom Presentations
- Classroom Visitations
- Making Appointments with Recruiters
- Making Appointments with College Representatives
- Employer Contact in the Community
- New Student Orientation
- Professional Development

Goffstown Area High School Student Services Department Master Calendar

B. INDIVIDUAL PLANNING

<u>Activities:</u>	S	O	N	D	J	F	M	A	M	J	J	A
	e	c	o	e	a	e	a	p	a	u	u	u
	t	t	v	c	n	b	r	r	y	n	l	g
4-Year Planner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Schedule Change Advisement	✓✓			✓	✓✓				✓✓	✓		✓
PSAT		✓		✓								
SAT I & II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
ASVAB							✓					
NHEI&AP (Sophomores)									✓			
College Admissions process	✓	✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓		✓
Course Selection Advisement	✓	✓	✓	✓	✓✓	✓✓	✓	✓	✓	✓		✓
Registration of New Students	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Review Progress Reports		✓		✓		✓		✓				
Academic Counseling	✓✓	✓	✓	✓✓	✓✓	✓	✓	✓	✓✓	✓✓		✓
Career Advisement	✓	✓	✓	✓✓	✓✓	✓	✓	✓	✓✓	✓✓		✓
Senior Planning Sessions (classrooms)		✓										
Junior Planning Session (classrooms)						✓						
“504” Case Management	✓✓	✓	✓	✓	✓✓	✓	✓	✓	✓	✓		✓✓
Letters of Recommendation		✓	✓	✓	✓	✓	✓	✓				
Preparing College Packets		✓	✓✓	✓✓	✓✓	✓✓	✓	✓				
Send Out Transcripts	✓	✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓		✓
Mid Year Grade Reports					✓	✓						
Advanced Placements Exams						✓			✓			

✓✓ Indicates that the activity intensifies during this period

Ongoing / Occasional:

- Administer Interest Inventories
- College Computer Searches
- Scholarship Assistance
- Vocational Assessments
- Vocational Placement
- Coordinate testing
- Proctor testing
- Call for Records
- Summer School Advisement
- Adult Ed/GED Advisement
- Interpret Test Results
- Writing Behavioral Contracts
- Dropout Prevention (research)
- Arrange Tutoring
- Conduct Exit Interviews
- Copying transcripts, recommendations, and scholarship information

***Goffstown Area High School
Student Services Department
Master Calendar***

C. RESPONSIVE SERVICES

<u>Activities:</u>	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	A u g u s t
Parent Conferences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Group Counseling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Personal Counseling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Consultations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Crisis Counseling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Referrals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

✓✓ Indicates that the activity intensifies during this period

Ongoing / Occasional:

- Arrange parent/teacher conferences
- Arrange individual and parent/student meetings
- Counsel teachers
- Mediate student – student conflicts
- Mediate student – teacher conflicts
- Report physical, verbal and sexual abuse
- Reporting to court
- Calls to parents
- Consultation with Administration

Goffstown Area High School Student Services Department Master Calendar

D. SYSTEM SUPPORT / PROGRAM DEVELOPMENT

<u>Activities:</u>	S	O	N	D	J	F	M	A	M	J	J	A
	e	c	o	e	a	e	a	p	a	u	u	a
	p	t	v	c	n	b	r	r	y	n	l	g
	t	e	e	e	u	u	c	i		e	y	u
	m	b	m	b	a	a	h					s
	b	e	b	e	r	r						t
	e	r	e	r	y	y						
	r		r									
Guidance Meetings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Core Team Meetings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SPED Meetings	✓✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓✓		
Committee Work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
File Maintenance / Record Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Newsletter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Liaison to Agencies (referrals)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Scholarship System	✓	✓	✓	✓	✓	✓	✓		✓✓	✓✓		
Partnership Building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

✓✓ Indicates that the activity intensifies during this period

Ongoing / Occasional:

- Newspaper Public Relations
- In-Service Training
- Enrollment Reporting
- Presentations to School Board
- Budget Preparation
- Parent Nights / Open House
- Report Writing
- NEAS&C Work
- Maintaining Permanent Records
- Follow-up Graduates
- Misc. Secretarial Work
- Maintain Guidance Library
- Attend Workshops
- Present workshops
- Memos to Faculty
- Writing appropriate daily announcements
- Compiling Requests for Information
- Surveying Students
- Surveying Staff
- NHCG&C Meetings
- Networking with Post-Secondary Institutions
- Consultation with Administration