**High School Counseling Curriculum and Standards**

**Academic Development Standard 1:**
The student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Benchmark 1:** The student will demonstrate academic self-confidence and skills and attitudes to achieve school success.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student ....</td>
<td>• Effective use of seminar time.</td>
<td>• Data for course placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effectively uses communication skills to know when and how to ask for help when needed.</td>
<td>• Individual counseling as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Display a positive interest in learning.</td>
<td>• Orientation activities to establish expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Accept mistakes as essential to the learning process.</td>
<td>• Pyramid of interventions/SIT</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Resources:**
- Career Cruising
- ACT World of Work Map
- College entrance exam preparation
- Scholastic Reading Inventory scores
- Student Intervention Team
- Alternative Programs
- Parent Newsletters
- School/district website
- Program Planning Guide
- Parent meetings

- College entrance exams
- State assessments
- Honor roll
- Scholarship results
- Career Cruising
- Graduation/drop-out rate
**High School Counseling Curriculum and Standards**

**Academic Development Standard 2:**
The student will understand the importance of academic preparation in order to prepare for college and career readiness.

**Benchmark 2:** The student will plan to achieve goals for lifelong learning.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| The student … | • Develop and use 6-Year Plan of Study for enrollment and post-secondary planning.  
• Use assessment results in educational planning.  
• Identify post-secondary options. | • Career Cruising  
• Program Planning Guide  
• Enrollment – parent and student enrollment presentation  
• College night  
• State assessment results  
• College visits  
• Activity Fair | • Senior Exit Survey  
• Regents Curriculum Completers  
• Career Cruising  
• Accepted/offered scholarships  
• Extracurricular data |

**Recommended Resources:**
• Career Cruising  
• Program Planning Guide  
• Parent meetings  
• Olathe Advanced Technical Center (OATC)
High School Counseling Curriculum and Standards

**Career Development Standard 1:**
The student will develop self-awareness to make informed career decisions.

**Benchmark 1:** The student will develop career awareness.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student….</td>
<td>• Identify career options that match interests, skills and values.</td>
<td>• Career Cruising</td>
<td>• Interest Inventory Results</td>
</tr>
<tr>
<td></td>
<td>• Recognize that the changing workplace requires lifelong learning.</td>
<td>• Interest Inventory and academic achievement results on College Readiness Assessment</td>
<td>• Senior Exit Surveys</td>
</tr>
<tr>
<td></td>
<td>• Know the education, skills and training needed to achieve career goals and prepare for the changing workplace.</td>
<td>• Job-shadowing and internship/mentorship opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Select coursework based on future goals.</td>
<td>• Career awareness events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn about the variety of traditional and non-traditional occupations.</td>
<td>• Diversity awareness opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participate in campus visits aligned with career interests.</td>
<td>• Informational Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• College Expo</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Resources:**

- Career Cruising
- Available periodicals
- Internet search
- Informational interviews
- College Expo
- Websites
- School Newsletter
High School Counseling Curriculum and Standards

**Career Development Standard 1:**
The student will develop self-awareness to make informed career decisions.

**Benchmark 2:** The student will develop employment readiness.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student....</td>
<td>• Understands the importance of employment readiness planning and goal setting.</td>
<td>• Application completion</td>
<td>• Student products/projects (resume, application, recommendation letter)</td>
</tr>
<tr>
<td></td>
<td>• Acquires employability skills necessary to obtain and maintain jobs.</td>
<td>• Resume development</td>
<td>• Rubric or checklist for interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preparation for interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mock interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Researching employment opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Business protocol and etiquette</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Resources:**
- Career Cruising
- Resume templates
- Internet resources
- Classroom instructors
- 21st Century Programs

---

© Olathe Public Schools, Olathe, Kansas BOE Approved (Month/Year)
This material was developed for the exclusive use of USD #233 staff.
High School Counseling Curriculum and Standards

**Career Development Standard 2:**
The student will employ planning strategies to achieve post-secondary/career goals.

**Benchmark 1:** The student will develop a plan to achieve career goals.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student….</td>
<td>• Identifies and uses resources for career planning.</td>
<td>• Utilize a decision-making process.</td>
<td>• 21st Century Endorsements</td>
</tr>
<tr>
<td></td>
<td>• Develops, assesses, and modifies a personalized plan.</td>
<td>• Use skills to locate, evaluate, and interpret career information.</td>
<td>• Graduation Audits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seek career guidance.</td>
<td>• Senior Exit Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seek advice from people representing desired career path.</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Resources:**
- Career Cruising
- Guided enrollment
- Career events
- Campus visits
- Lecture series/career speakers
- Internships/job shadows
- Enrollment activities
- College recruiters
- College Expo
- 21st Century Endorsements
- Graduation Audits
- Senior Exit Surveys
### High School Counseling Curriculum and Standards

**Social and Emotional Standard 1:**
The student will demonstrate interpersonal skills to help them understand and respect self and others.

**Benchmark 1:** The student will acquire and use self-knowledge.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student….</td>
<td>• Identifies and uses resources in the school and community that provide assistance.</td>
<td>• Youth Court referral</td>
<td>• Discipline Data</td>
</tr>
<tr>
<td></td>
<td>• Sets goals and implements a plan to achieve goals.</td>
<td>• Social Worker referral</td>
<td>• Attendance</td>
</tr>
<tr>
<td></td>
<td>• Seeks help to solve problems and make decisions.</td>
<td>• Youth Friends/Mentors referral</td>
<td>• Visits to Student Services/Counseling Office</td>
</tr>
</tbody>
</table>

**Recommended Resources:**
- HELP Clinic
- Youth Court
- Youth Friends/Mentors
- Career Cruising
- SASH Club/Mix it Up
- KAY Club
High School Counseling Curriculum and Standards

**Social and Emotional Standard 1:**
The student will demonstrate interpersonal skills to help them understand and respect self and others.

**Benchmark 2:** The student will acquire and use interpersonal skills.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| The student.... | - Demonstrates effective communication skills.  
- Demonstrates empathy.  
- Applies appropriate interpersonal skills.  
- Demonstrates respect for diversity. | - Use personal strengths and assets in decision making.  
- Recognize, accept, and appreciate diversity.  
- Recognize alternative points of view. | - Bully Prevention Activities  
- School Counseling websites | - Discipline data |

**Recommended Resources:**
- SASH/KAY Club  
- Discipline data
**High School Counseling Curriculum and Standards**

**Social and Emotional Standard 2:**
The student will make decisions, set goals, and take necessary action to achieve goals

**Benchmark 1:** The student will acquire self-knowledge and skills to make decisions and set goals

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student….</td>
<td>• Sets goals and implements a plan to achieve goals. • Seeks help to solve problems and make decisions.</td>
<td>• Use a decision-making and problem-solving model.</td>
<td>• Health class curriculum • Teach use of decision-making model • Seminars/Advisories</td>
</tr>
</tbody>
</table>

**Recommended Resources:**
- Social worker
- School Psychologist
- Classroom instructors
- School administrators
- Career Cruising
- School resource officer
- Student Intervention Team (SIT)
**Social and Emotional Standard 3:**
The student will understand personal safety skills

**Benchmark 1:** The student will acquire personal safety skills and demonstrate digital citizenship

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Essential Concepts/Skills</th>
<th>Implementation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands the difference between bullying, conflict, and harassment.</td>
<td>• Identify resource people in the school and community and know how to seek help.</td>
<td>• Health class</td>
<td>• District Climate Survey</td>
</tr>
<tr>
<td>• Implements the use of safeguards to protect personal information.</td>
<td>• Exhibit awareness of vulnerable, potentially unsafe situations.</td>
<td>• SRO classroom instruction</td>
<td>• Discipline Data</td>
</tr>
<tr>
<td>• Recognizes potential crises and takes appropriate action.</td>
<td>• Exhibit social media and digital etiquette.</td>
<td>• Bullying prevention activities</td>
<td>• Principal Annual Report</td>
</tr>
<tr>
<td>• Demonstrates appropriate techniques for handling bullying and harassment.</td>
<td>• Recognizes current issues and warning signs of risky behaviors and the impact on health and well-being.</td>
<td>• Student Mentor groups</td>
<td>• School Resource Officer contacts and incident reports</td>
</tr>
<tr>
<td>• Recognizes current issues (e.g., drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being.</td>
<td></td>
<td></td>
<td>• Nurse incident reports</td>
</tr>
<tr>
<td>• Identifies the warning signs associated with risky behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Resources:**
- Help Clinic
- Social Worker
- School Psychologist
- SRO
- School Administrators
- Safe Colleges website
- Safe Schools website
- District Climate Survey
- Discipline Data
- Principal Annual Report
- Nurse incident reports