



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.

Indicators	Essential Concepts/Skills	Implementation	Assessment
<p>The student</p> <ul style="list-style-type: none"> • Creates a plan to achieve short and long-term academic goals (e.g. 6-Year Plan of Study). • Demonstrates effort and persistence to promote academic success through effective time management, organizational skills, and regular school attendance. 	<ul style="list-style-type: none"> • Effective use of seminar time. • Effectively uses communication skills to know when and how to ask for help when needed. • Display a positive interest in learning. • Accept mistakes as essential to the learning process. 	<ul style="list-style-type: none"> • Data for course placement • Individual counseling as needed • Orientation activities to establish expectations • Pyramid of interventions/SIT • Use of seminar for academic support <p>Recommended Resources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student ...</p> <ul style="list-style-type: none"> • Pursues and seeks balance between school and non-school activities to enhance the school experience. • Establishes challenging academic goals. • Uses assessment results to review and modify an Individual Plan of Study (6-Year Plan of Study). • Identifies postsecondary options. • Prepares for the transition from high school to college and/or career. • Applies appropriate interpersonal skills. • Demonstrates respect for diversity. 	<ul style="list-style-type: none"> • Develop and use 6-Year Plan of Study for enrollment and post-secondary planning. • Use assessment results in educational planning. • Identify post-secondary options. 	<ul style="list-style-type: none"> • Career Cruising • Program Planning Guide • Enrollment – parent and student enrollment presentation • College night • State assessment results • College visits • Activity Fair <p>Recommended Resources:</p> <ul style="list-style-type: none"> • Career Cruising • Program Planning Guide • Parent meetings • Olathe Advanced Technical Center (OATC) 	<ul style="list-style-type: none"> • Senior Exit Survey • Regents Curriculum Completers • Career Cruising • Accepted/offered scholarships • Extracurricular data



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.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> Identifies how personal preferences and interests influence career choices. Analyzes career choices and how choices affect their future. Understands how changing societal and economic needs influence employment trends and requires lifelong learning. 	<ul style="list-style-type: none"> Identify career options that match interests, skills and values. Recognize that the changing workplace requires lifelong learning. Know the education, skills and training needed to achieve career goals and prepare of the changing workplace. Select coursework based on future goals. Learn about the variety of traditional and non-traditional occupations. Participate in campus visits aligned with career interests. 	<ul style="list-style-type: none"> Career Cruising Interest Inventory and academic achievement results on College Readiness Assessment Job-shadowing and internship/mentorship opportunities Career awareness events Diversity awareness opportunities Informational Interviews College Expo <p>Recommended Resources:</p> <ul style="list-style-type: none"> Career Cruising Available periodicals Internet search Informational interviews College Expo Websites School Newsletter 	<ul style="list-style-type: none"> Interest Inventory Results Senior Exit Surveys



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.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> • Understands the importance of employment readiness planning and goal setting. • Acquires employability skills necessary to obtain and maintain jobs. 	<ul style="list-style-type: none"> • Establish realistic goals. • Apply effective communication skills (e.g., resume, letter of introduction, job applications, job interviews, recommendation letters). 	<ul style="list-style-type: none"> • Application completion • Resume development • Preparation for interviews • Mock interviews • Researching employment opportunities • Business protocol and etiquette <p>Recommended Resources:</p> <ul style="list-style-type: none"> • Career Cruising • Resume templates • Internet resources • Classroom instructors • 21st Century Programs 	<ul style="list-style-type: none"> • Student products/projects (resume, application, recommendation letter) • Rubric or checklist for interviews



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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.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> • Identifies and uses resources for career planning. • Develops, assesses, and modifies a personalized plan. 	<ul style="list-style-type: none"> • Utilize a decision-making process. • Use skills to locate, evaluate, and interpret career information. • Seek career guidance. • Seek advice from people representing desired career path. 	<ul style="list-style-type: none"> • Career Cruising • Guided enrollment • Career events • Campus visits • Lecture series/career speakers • Internships/job shadows • Enrollment activities • College recruiters • College Expo <p>Recommended Resources:</p> <ul style="list-style-type: none"> • Career Cruising • Community resources • Internet resources • Program Planning Guide (PPG) • 21st Century Programs • Parent Meetings • College Recruiters • Newsletters • Websites 	<ul style="list-style-type: none"> • 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.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> • Identifies and uses resources in the school and community that provide assistance. • Sets goals and implements a plan to achieve goals. • Seeks help to solve problems and make decisions. 	<ul style="list-style-type: none"> • Recognize appropriate social behaviors. • Identifies and uses school and community resources. • Understand consequences of decisions and choices. • Identify alternative solutions to a problem. • Seek help for self and others for solving problems, risky behaviors, and making decisions. 	<ul style="list-style-type: none"> • Youth Court referral • Social Worker referral • Youth Friends/Mentors referral • Health Class curriculum • Student Mentor groups <p>Recommended Resources:</p> <ul style="list-style-type: none"> • HELP Clinic • Youth Court • Youth Friends/Mentors • Career Cruising • SASH Club/Mix it Up • KAY Club 	<ul style="list-style-type: none"> • Discipline Data • Attendance • Visits to Student Services/Counseling Office



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.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> • Demonstrates effective communication skills. • Demonstrates empathy. • Applies appropriate interpersonal skills. • Demonstrates respect for diversity. 	<ul style="list-style-type: none"> • Use personal strengths and assets in decision making. • Recognize, accept, and appreciate diversity. • Recognize alternative points of view. 	<ul style="list-style-type: none"> • Bully Prevention Activities • School Counseling websites <p>Recommended Resources:</p> <ul style="list-style-type: none"> • SASH/KAY Club 	<ul style="list-style-type: none"> • 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

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> • Sets goals and implements a plan to achieve goals. • Seeks help to solve problems and make decisions. 	<ul style="list-style-type: none"> • Use a decision-making and problem-solving model. 	<ul style="list-style-type: none"> • Health class curriculum • Teach use of decision-making model • Seminars/Advisories <p>Recommended Resources:</p> <ul style="list-style-type: none"> • Social worker • School Psychologist • Classroom instructors • School administrators • Career Cruising • School resource officer • Student Intervention Team (SIT) 	<ul style="list-style-type: none"> • Career Cruising Standards • Graduation/dropout rates



High School Counseling Curriculum and Standards

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

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p>The student....</p> <ul style="list-style-type: none"> • Understands the difference between bullying, conflict, and harassment. • Implements the use of safeguards to protect personal information. • Recognizes potential crises and takes appropriate action. • Demonstrates appropriate techniques for handling bullying and harassment. • Recognizes current issues (e.g.- drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being. • Identifies the warning signs associated with risky behaviors. 	<ul style="list-style-type: none"> • Identify resource people in the school and community and know how to seek help. • Exhibit awareness of vulnerable, potentially unsafe situations. • Exhibit social media and digital etiquette. • Recognizes current issues and warning signs of risky behaviors and the impact on health and well-being. 	<ul style="list-style-type: none"> • Health class • SRO classroom instruction • Bullying prevention activities • Student Mentor groups <p>Recommended Resources:</p> <ul style="list-style-type: none"> • Help Clinic • Social Worker • School Psychologist • SRO • School Administrators • Safe Colleges website 	<ul style="list-style-type: none"> • District Climate Survey • Discipline Data • Principal Annual Report • School Resource Officer contacts and incident reports • Nurse incident reports