

Calendar-Based Curriculum Map: Guidance and Counseling

5th Grade

	August/September	October	November
Essential Question	What are examples of violence that 5 th grade boys and girls face and how do students avoid them?	What are unsafe substances and how does a person avoid them? How does a person utilize and apply problem-solving and decision making skills when dealing with peer influence?	What are the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan?
Content	PS2: Interacting with others in ways that respect individual and group differences.	PS3: Applying personal safety skills and coping strategies.	AD.4: Applying skills needed for educational achievement.
Skills	A.a: Exhibit mutual respect and compromise in relationships. A.b: Demonstrate respect for individuals within diverse groups.	A.a: Evaluate peer influence on problem-solving and decision-making skills. A.b: Apply personal safety strategies as they relate to violence and harassment. A.c: Evaluate various coping skills for managing life changes or events.	A.a: Demonstrate study skills and test taking strategies to enhance academic achievement. B.a: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.
Assessments	Students will take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.	Students will present their findings and share what they would do when faced with various situations involving tobacco. Survey results.	Students will self-assess their current abilities and test taking strategies via a written self-assessment.
Activities/Resources	Boys and girls will be divided into groups for small group discussions concerning gender violence issues. <i>Salvaging Sisterhood</i> <i>100 Things Boys Need to Know</i>	Student survey, tobacco fact sheet, cooperative learning groups.	Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year's assessment.

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5th Grade

	December	January/February	March/April/May
Essential Question	What are the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan?	What is the knowledge, attitudes and interpersonal skills that help students understand and respect self and others?	What are your personal and educational interests and strengths?
Content	AD.6: Apply information to revise and implement a personal educational plan for life-long learning.	PS2: Interacting with others in ways that respect individual and group differences.	CD7: Applying career exploration and planning skills in the achievement of life career goals
Skills	A.a: Recognize the importance of an educational plan.	B.a: Demonstrate respect for individuals within diverse groups.	A.a: Compare interests and strengths with those of workers in the global community. C.a: Describe the self-satisfaction that comes from completing a work responsibility.
Assessments	Completion of "Why do I need a plan?" activity sheet. Completion and discussion of the "GOALS" worksheet. Discussion of educational and career goals.	Completion of an internet activity and discussion.	Acceptable evidence that a student has selected a career that matches their preferences.
Activities/Resources	Student activity sheets and discussions.	Video of " <i>Forget Me Not: The Anne Frank Story</i> ", student activity sheets and discussions.	"Where do I fit in" questionnaire, Career paths posters.

Calendar-Based Curriculum Map: Guidance and Counseling

6th Grade

	August/September	Oct./Nov./Dec.	January
Essential Question	What are the essential skills needed to participate in team building? T: Together E: Everyone A: Assures M: My S: Success	What are the essential skills needed to prevent tobacco use among adolescents?	What specialized vocabulary words help people understand a career?
Content	PS1: Understanding self as an individual and as a member of diverse local and global communities.	PS3: Applying personal safety skills and coping strategies.	AD6: Developing and monitoring personal educational plans.
Skills	A.a: Identify individual strengths and areas for personal growth and good citizenship. C.a: Demonstrate skills needed to participate in team building.	A.a: Identify problem solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.	A.a: Utilize goal setting skills to identify the impact of academic achievement on an educational plan.
Assessments	Instructor will review activity sheets responses Students participate in question/answer/discussion during classroom activity. Reflection worksheet.	Pre-post tests.	Vocabulary matching activity sheet, observation of student contributions to discussion.
Activities/Resources	Activity sheets. Student pair/sharing with class. Web activity. Human knot activity.	Research-based safe and drug free curriculum Minnesota Smoking Prevention Program.	Help Wanted story, life lingo vocabulary list matching activity page, sample resumes.

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6th Grade

	February/March/	April/May
Essential Question	How do career paths relate to who you are?	What plans do I need to make to reach my career goals?
Content	CD7: Applying career exploration and planning skills in the achievement of life career goals.	CD8: Knowing where and how to obtain information about the world of work and post-secondary training /education.
Skills	<p>A.a: use current interests, strengths, and limitations to guide individual career exploration.</p> <p>B.a: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</p> <p>C.a: Identify males and females in non-traditional work roles.</p>	<p>A.a: evaluate career and educational information resources.</p> <p>A.a: compare different types of post-secondary training and education as they relate to career choices.</p>
Assessments	Question and answer, performance activity, consensus, authentic assessment(inclusion in personal career portfolio), interview form.	Question and answer, performance activity, consensus, authentic assessment(inclusion in personal career portfolio), interview form.
Activities/Resources	A window to the future activity; Career path student survey; job and gender role survey; Resources include career path descriptions, career path posters, career portfolios.	Introduction to Missouriconnections.org web site.

Calendar-Based Curriculum Map: Guidance and Counseling

7th Grade

	August thru December- First Semester	January thru May Second Semester
Essential Question	What are the adverse health, social and legal consequences of substance abuse?	How does <i>who you are</i> relate to possible choices for careers and career paths?
Content	PS3: Applying personal safety skills and coping strategies.	CD7: Applying career exploration and planning skills in the achievement of life career goals. CD8: Knowing where and how to obtain information about the world of work and post-secondary training/education.
Skills	A.a: Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.	CD7.A.a: use current interests, strengths and limitations to guide career exploration and educational planning. CD7.B.a: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes. CD8.A.a: Utilize career and educational information to explore career paths of interest. CD8.B.a: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.
Assessments	<i>LifeSkills</i> research based program pre-post test.	Career interest inventory and authentic assessment through inclusion in career portfolio.
Activities/Resources	Self-image and self-improvement, making decisions, smoking: myths and realities, alcohol: myths and realities, marijuana: myths and realities, advertising, violence and the media, coping with anxiety, coping with anger, communication skills, social skills, assertiveness, resolving conflicts.	Completing an interest inventory, using <i>Occupational Outlook Handbook</i> to explore a career, completing research activity for a career of each student's choice.

Calendar-Based Curriculum Map: Guidance and Counseling

8th Grade

	Fall Semester	Spring Semester
Essential Question	What is the process of transitioning to the high school and why is it important?	What plans do I need to make to reach my career goals?
Content	AD.5: Applying the skills of transitioning between educational levels.	AD.6: Developing and monitoring a personal plan of study. CD7: Applying career exploration and planning skills in the achievement of life career goals.
Skills	A.a: Identify information and skills necessary to transition to high school.	AD.6.A.a: Design and four to six year plan of study. CD7.A.a: Develop an educational and career plan based on current interests, strengths and limitations.
Assessments	Self-assessment using checklist/short answer questionnaire.	Evaluation by the high school counselor and parent review of the completed 4 to 6 year plan will assess student comprehension.
Activities/Resources	Students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for graduation, extracurricular activities and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.	Missouriconnections.org