

# School Counseling & Career Guidance: Grades 3-5

(Adopted in 2005)

## Academic Development

### **Standard 1: Skills for Academic self-confidence, Learning and Success**

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **Learning Expectations**

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 demonstrate the study skills necessary for academic success.
- 1.4 practice taking responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 recognize the importance of regular school attendance.

#### **Performance Indicators**

*At Level 1, the student will be able to*

- demonstrate the ability to follow directions.
- select examples of "best" schoolwork.

*At Level 2, the student will be able to*

- use good study habits to achieve academic success.
- work cooperatively in a group or team.
- tell why it is important to attend school regularly and on time.
- record assignments in daily planner.

*At Level 3, the student will be able to*

- facilitate a study group.
- articulate personal qualities that promote school success.

#### **Sample Task:Study Skills:**

Students will work in cooperative groups to brainstorm a list of effective study and learning skills that they may have already begun to develop and could possibly improve. In a large group identify and chart the problems they have in applying the skills and what actions they could take to improve the skill. Ask: " How can these suggestions help improve your study habits?"

(Lessons for Life, VanZandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

#### **Integration**

English/Language Arts: 1.09, 1.01, 1.12, 1.13

Social Studies: 6.01

Health: ECH-SD.1; ESMH-SD.1, 2

Physical Education: 3.3, 3.4, 3.9, 3.1, 5.2

## **Standard 2: Improve Learning and Achieve Challenging Goals**

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

### **Learning Expectations**

The student will

- 2.1 apply critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 formulate academic goals.
- 2.4 explore aptitudes and interests to learning.

### **Performance Indicators**

*At Level 1, the student will be able to*

- identify a short term goal for learning.

*At Level 2, the student will be able to*

- identify behaviors for self-directed and independent learning.
- develop learning goals based upon personal interest and aptitude.
- use critical thinking skills in academic subjects.

*At Level 3, the student will be able to*

- research and present a topic of personal interest.

### **Sample Task: Goal Setting**

Students will identify a short-term goal and list three steps needed to achieve that goal. Discuss goals and steps needed to achieve the goal. Review the goal in one week to assess progress.

### **Integration:**

English/Language Arts: 1.11, 2.07, 2.08, 2.09

Math: 3.1.3

Health: ESMH-SD. 4

Physical Education: 4.5

### **Standard 3: Relate School to Life Experiences**

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

#### **Learning Expectations**

The student will

- 3.1 examine ways academic skills are used in the home, community, and career development.
- 3.2 explain how school success enhances future career opportunities.

#### **Performance Indicators**

*At Level 1, the student will be able to*

- explain how school work habits compare to work habits of community helpers.

*At Level 2, the student will be able to*

- predict how school success will affect future career opportunities.
- recognize the need to balance schoolwork, extracurricular activities, and family life.

*At Level 3, the student will be able to*

- predict future career opportunities based upon personal aptitudes and interests.

#### **Sample Task: Time Management**

Students will list their daily activities in one-hour blocks of time and sort them into categories of school activities, extracurricular and leisure activities and family activities.

#### **Integration**

English/ Language Arts: 2.07, 2.08, 2.09

Math: 3.2.1, 3.5.1

Health: ESMH-SD.2, 3: FLS-SD. 3

Physical Education: 4.3

### **Career Development**

#### **Standard 4: Career Awareness and Employment Readiness Skills**

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

## **Learning Expectations**

The student will:

- 4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.
- 4.2 identify a variety of career options in the community.
- 4.3 formulate skills to locate, evaluate, and interpret career information.
- 4.4 demonstrate decision-making skills.
- 4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.
- 4.6 demonstrate ability to work in teams.
- 4.7 demonstrate the difference between work time and leisure time.
- 4.8 recognize the importance of diversity in school and community.

## **Performance Indicators**

*At Level 1, the student will be able to*

- identify individual interests and abilities
- list various jobs in school and community.
- recognize the importance of diversity in school and community.

*At Level 2, the student will be able to*

- explain why it is important to show appropriate work skills (e.g. responsibility, dependability, punctuality, honesty, integrity).
- identify the skills needed to work together as a team.
- differentiate between work time and leisure time.
- identify and share interests and hobbies.
- apply the decision making process to real-life decisions.

*At Level 3, the student will be able to*

- use technological and other resources to find career information.
- relate career information to interests and abilities.
- identify difficult decisions and explore possible consequences of those decision.
- demonstrate responsibility, dependability, punctuality, positive attitude and integrity in work.

## **Sample Task: Careers in School**

Students will define the word job and give examples of a job. The students will identify and label jobs of people in the school setting. Next, the students will discuss and list responsibilities that are associated with each job. The teacher or counselor will teach and model interview skill and students will practice interviewing. Each student will be given an opportunity to interview one of the school personnel. Students will conduct the interview, use technology to compose a report of the interview results, and share the report with the class.

## **Integration**

English/Language Arts: 1.01, 1.02

Social Studies: 1.01, 6.01, 6.02

Health: ESMH-SD.1

Physical Education: 3.6

### **Standard 5: Career Information and Career Goals**

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

#### **Learning Expectations**

The student will

- 5.1 describe ways in which family members and adult friends can provide career information.
- 5.2 explore career clusters.
- 5.3 articulate the relationship between school success and career goals.
- 5.4 recognize that careers require a variety of skills, education and interests.
- 5.5 explore the education and training needed for a variety of careers.

#### **Performance Indicators**

*At Level 1, the student will be able to*

- recognize that individuals differ in personal skills, interests, and abilities.
- describe jobs within the school and the community.
- discuss steps in goal setting.

*At Level 2, the student will be able to*

- categorize jobs into career clusters.
- use technology and other resources to gather career information.
- evaluate knowledge of self to develop career goals and a career portfolio.

*At Level 3, the student will be able to*

- relate personal interests to jobs within the community.
- explore the education and training required for future career options.

#### **Sample Task: Career Clusters**

Students will discuss how jobs are categorized into the Tennessee's seven career clusters. The class will brainstorm and compile a list of careers. Students will choose three careers based upon personal interest. The class will divide into groups based upon similar career choices. The group will then predict answers to the following questions:

1. What are the education requirements for entering this career?
2. What is the salary range?

3. What is acceptable attire for this career?
4. Describe the job setting.

Students will use technology and other resources to verify or refute their predictions. Students will share their research results with the class.

### **Integration:**

English/ Language Arts: 1.01 Social Studies: 2.01, 2.02, 2.03 Health: FLS-SD.1

### **Standard 6: Knowledge and Skills to Achieve Career Goals**

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

### **Learning Expectations**

The student will

- 6.1 relate interests, abilities and achievement to possible career opportunities.
- 6.2 demonstrate cooperation as a team member.
- 6.3 practice conflict management skills.
- 6.4 relate school/work habits to future job performance
- 6.5 identify how school performance and achievement relates to the world of work.
- 6.6 use technology and other sources to relate personal interests and qualities to a variety of careers.

### **Performance Indicators**

*At Level 1, the student will be able to*

- demonstrate behaviors for getting along with others.
- demonstrate skills needed for school performance.

*At Level 2, the student will be able to*

- predict possible career choices based on interests and abilities.
- demonstrate listening and team-building skills.
- demonstrate the ability to solve conflicts in an appropriate manner.
- use technology and community resources to explore the world of work.

*At Level 3, the student will be able to*

- research possible career options based on personal interests and abilities.

### **Sample Task: Career Choices**

The class will be divided into groups of four or five. Within each group, students will complete a graphic organizer that visually displays individual interests and possible career choices. Each student will discuss how completing homework and classwork forms positive work habits. Students will discuss

how these habits relate to the world of work. After each group has completed this assignment, the class will use technology to research possible career opportunities.

### **Integration:**

English/Language Arts: 1.01, 2.07, 2.08, 2.09

Social Studies: 1.01, 1.02, 1.03, 1.04, 2.02, 2.03, 4.01, 6.01, 6.02

Math: 5.3

Health: ESMH-SD.1, 2, 4; SUA-SD.2; FLS-SD.3

Physical Education: 4.1, 4.3, 3.2, 3.5, 3.7, 3.9, 3.10, 5.1, 5.2, 5.5

## **Personal and Social Development**

### **Standard 7: Self Knowledge and Interpersonal Skills**

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

### **Learning Expectations**

The student will

- 7.1 demonstrate a positive attitude toward self as a worthy person.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 monitor behavior and demonstrate self-control.
- 7.4 recognize change as a part of growth.
- 7.5 demonstrate appropriate communication skills.
- 7.6 recognize meaningful relationships.
- 7.7 demonstrate an appreciation for individual and cultural differences.

### **Performance Indicators**

*At Level 1, the student will be able to*

- list things he/she like to do and do well.
- list characteristics about self.
- demonstrate the reciprocal nature of speaking and listening.
- describe cooperation.

*At Level 2, the student will be able to*

- exhibit respect when interacting with others.
- articulate positive ways to respond to negative comments and feelings.
- identify feelings associated with significant experiences.
- demonstrate ability to share and work cooperatively on group tasks.
- demonstrate effective verbal and nonverbal communication.

*At Level 3, the student will be able to*

- describe changes that occur in the physical, emotional, and social development over time.
- prioritize interests and responsibilities.
- explore differences in cultures.
- analyze how teams utilize each member's talents.

### **Sample Task: Coat of Arms**

The student will draw a personal coat of arms. Divide the shield into different sections and draw or write things that are important to the student. (e.g. books, hobbies, favorite school subject, sports, friends, games, family).

### **Integration**

English/Language Arts: 1.01, 1.14, 2.02, 2.11, 3.01, 3.04

Social Studies: 1.01, 1.02, 1.03, 1.04, 2.05, 4.03, 6.01, 6.02

Science: LS44.1, 5.1

Math: 2.1

Health: ESMH-SD.1

Physical Education: 1.13, 2.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11,

4.1, 4.3, 4.5, 4.7, 5.1, 5.2, 5.4, 5.5, 5.7

### **Standard 8: Self-Knowledge Applications**

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

### **Learning Expectations**

The student will

- 8.1 use a decision making and problem solving model.
- 8.2 recognize the connection between ones choices and consequences.
- 8.3 create long- and short-term goals.
- 8.4 develop and implement a plan for an individual goal.

### **Performance Indicators**

*At Level 1, the student will be able to*

- identify the benefits of setting personal goals.
- develop an action plan to solve a problem.
- describe the relationship between choices and consequences.



*At Level 2, the student will be able to*

- demonstrate a decision-making model.
- define a problem and create a plan to reach a solution.
- identify short- and long-term goals.

*At Level 3, the student will be able to*

- discuss how preferences and abilities can affect life goals.
- relate goals to social, personal, academic, and career areas.

### **Sample Task: Goal Setting**

Identify a common, age-appropriate goal and determine steps to meet the goal. Analyze the goal using three the criteria of (1) being affordable, (2) achievable, and (3) attractive to determine probability of success in meeting the goal.

### **Integration**

Math: 5.1, 5.3

Health: ESMH-SD.4

Physical Education: 1.4, 2.2, 3.1, 3.2, 3.5, 4.1, 4.7, 5.3

### **Standard 9: Acquire Personal Safety Skills**

Students will understand safety and survival skills.

### **Learning Expectations**

The student will

- 9.1 choose coping skills to manage stress.
- 9.2 identify resource people in the school and community and know how and when to seek help.
- 9.3 develop problem-solving and decision-making skills to make safe and healthy choices.
- 9.4 recognize threats to personal safety.

### **Performance Indicators**

*At Level 1, the student will be able to*

- utilize effective ways to deal with a wide variety of feelings.
- describe how gathering information helps to ensure safer choices.
- state ways to obtain help in emergency situations.
- explain how following rules ensures safety of self and others.

*At Level 2, the student will be able to*

- recognize signs of stress and state techniques for stress relief.

- differentiate between situations requiring peer support and adult help.
- explain how conflict resolution skills help to ensure the safety of self and others.
- recognize the emotional and physical effects of substance use.
- demonstrate effective ways of dealing with peer pressure.
- state the ways in which school and community resource personnel assist students.
- describe consequences of bullying and harassment.
- recognize physical and sexual abuse.
- use self-protection skills to maximize personal safety.
- respect personal boundaries, rights, and privacy.
- identify refusal skills.

*At Level 3, the student will be able to*

- explore appropriate skills for dealing with stressful situations.
- identify threats to personal safety as well as the safety of the school community.

### **Sample Task: Resources**

Identify school personnel who may serve as a resource when students need help. Brainstorm situations requiring help and match the situation to the appropriate people to provide assistance.

### **Integration:**

English/Language Arts: 1/01, 1/09, 2.02, 2.09

Social Studies: 1.04, 3.02, 4.03, 4.04, 5.07, 5.08, 6.01, 6.02,

Science: LS 4.1

Math; 5.1

Health: ESMH-SD.1 ,2, 4; FLS-SD.2, 3; PSFA-SD.1, 2, 3; SUA-SD.1, 2; ECH-SD.1, 2;

PHRF-SD.1, 2, 3; N-SD.1

Physical Education: 1.11, 1.13, 2.2, 2.5, 3.3, 4.1, 4.4, 4.7, 5.2, 5.