

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Guidance

Course Length: One Trimester Each School Year

Grades: 6-8th

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

The Middle School Guidance Program builds on the elementary experience and continues the focus on personal/social development and academic and career planning. This is accomplished through two means: a trimester of Guidance for all Middle School students each year and additional more in-depth academic and career planning experiences monthly.

Personal Development: Students are led through a series of scaffolding exercises over the three years in personal development to increase their awareness of themselves, develop effective interpersonal skills for continually changing world, and understand how they can maintain their overall mental health.

Academic and Career Planning: Students participate in activities that provide academic preparation to increase their awareness of themselves and ongoing academic challenges and identify relational skills that are necessary for future success and how they apply to their lives: i.e. cooperation, communication, problem solving, and perseverance. Students participate in career exploration to increase their awareness of themselves, career options, and how they can best prepare for a career. In 6th and 7th grade, monthly career days are structured with an in-depth experience into a specific career cluster each month such that by the end of the two years, students have had in-depth experiences in all 16 career clusters. Then in 8th grade, students are paired with business partners/organizations to do a more personalized service-learning project overseen by Swallow Staff.

Enduring Understanding(s):

1. Appreciate social diversity as a cultural strength.
2. Understanding oneself helps to create bonds of common human experience.
3. Effective interpersonal skills create an ease of relating to others.
4. Self-awareness and self-acceptance promote mental and physical health.
5. Develop a model of an employee with the associated benefits and responsibilities.
6. Develop an awareness that career goals evolve and be prepared to develop them as an ongoing process.
7. How to apply good learner skills to all life experiences as needed.
8. How to make judgments about planning and prioritizing for projects of varying timelines.
9. Be able to plan for transitioning between various life-episodes (i.e. apartment living to house living, part-time employment to full-time employment).
10. Know how to be an effective group member in collaborating to reach a goal.

Essential Question(s):

1. What are some methods for understanding yourself and others?
2. How can you strengthen your good qualities and manage your difficult qualities or that of others?
3. What are important decision-making steps in setting goals and solving problems?
4. What does it mean to be an employee?
5. How do we decide what new career goals to make or when to make new ones?
6. What career research sources are available?
7. How do we use research information to make effective career decisions?
8. How would you apply decision-making skills to planning projects?
9. How would you describe and rate your own lifelong learner skills?
10. What are important characteristics of a collaborating, problem-solving group member?
11. What are the benefits of setting goals and taking steps to reach them?
12. What are some important ways in which you can research to become a better community member?
13. What would be some important steps in planning for significant life transitions?

11. Understand the needs of a community and how to use one's abilities to meet those needs.

Learning Targets:

1. Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.
2. Students will develop the knowledge and skills necessary to understand different perspectives.
3. Students will demonstrate problem-solving and goal-setting skills.
4. Students will develop the skills to gather credible and current career-path information.

Stage 2: Learning Plan

I. Mindsets and Goals

- A. Who Am I?
- B. My Interests and Strengths
- C. Harnessing My Strengths
- D. Pursuing My Interests
- E. My Future Self
- F. Performance Task: My Path Forward

II. Recognizing Bullying and Harassment

- A. Understanding Bullying
- B. Social Factors that Contribute to Bullying
- C. Environmental Factors that Contribute to Bullying
- D. Speak Up and Start a Movement
- E. Performance Task: Stand Up for Change

Standards Referenced: American School Counselor Association Student Standards

Learning Targets Addressed:

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Key Unit Resources

- Second Step
- Wisconsin Comprehensive School Counseling Model
- Xello

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Written or stated responses to social scenarios.• Role-play in response to social situations.• Peer review about effectiveness of responses.
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Class discussions• Ongoing teacher feedback about students' long-term and situational use of learned social skills.• Teacher observations about effort, organization, efficiency, and accuracy.
Summative	Product	<ul style="list-style-type: none">• Unit assessment

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III. Thoughts, Emotions, and Decisions

- A. Understanding Stress and Anxiety
- B. Where Does Stress Come From?
- C. Can Stress Help You Grow?
- D. Strategies for Managing Stress
- E. Changing Strategies and Getting Help
- F. Performance Task: My Stress-Management Plan

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IV. Managing Relationships and Social Conflicts

- A. My Values
- B. Values and Relationships
- C. Recognizing Others' Perspectives
- D. Finding the Best Solution
- E. Making Things Right
- F. Unhealthy Relationships
- G. Performance Task: Guide to Healthy Relationships

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V. Career Exploration and Goal Setting

- A. Inventories: interests, learning style, work skills, and employability skills
- B. College and Career Readiness Assessment Data Review
- C. Career Cluster and Job Research and Guest Speakers
- D. Career Conferencing
- E. Review high school course selection process; complete registration (8th only)

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Summative	Product	<ul style="list-style-type: none"> ● Unit assessment

VI. Academic Preparation

- A. Organization: Personal organization style
- B. Prioritizing: Evaluating importance
- C. Work Quality: Meeting expectations
- D. Time Management: Project planning
- E. Cooperation: Working as a group member
- F. Making Academic & Career Goals: SMART Goal process and applying it to a career of interest

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Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Class discussions• Ongoing teacher feedback about students' long-term and situational use of learned social skills.• Teacher observations about effort, organization, efficiency, and accuracy.• Be able to explain verbally or in writing to an adult or peer what the various parts of an academic assessment mean in general and for themselves specifically.• Verbalize your academic strengths and weakness for future endeavors• Be able to create in writing a mock high school schedule with the requisite number of required and elective classes.• Conduct the actual high school registration process such that it is acceptable to pass along to the high school.
Summative	Product	<ul style="list-style-type: none">• Unit assessment