Course Overview

K-12 | Counseling - *Last Updated on October 10, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement
The mission of Saucon Valley School District's school counseling program is to provide a comprehensive, developmental program that provides equal access to address all academic, career and personal/social needs of all students. Saucon Valley School District's counselors are professionals who work with educators, students, families, business/community members and post-secondary institutions. The counseling department assists students to become effective, responsible citizens and productive members of the workforce, while addressing their unique academic, career pathways and personal/social needs.

SVES Counseling's Program Description and Rationale:

Through a comprehensive, proactive school counseling program, school counselors aims to be preventative and proactive by utilizing data-based decision-making to identify and address students' evolving personal, social, academic, and career-related needs. Based on specified goals and developmental student standards, outlined by the American School Counselor Association (ASCA), the counseling curriculum promotes knowledge, attitudes, and skills through instruction in three content areas: academic achievement, career development, and personal/social growth. The elementary counseling curriculum (K-4) supports students in understanding themselves, exploring the world around them, and establishing goals for their futures. Students will understand the connection between success in school today and success in their careers tomorrow by transferring skills and attitudes from the elementary counseling curriculum lessons to real-life situations. Students will begin to see why education and career readiness are important for each student to reach his/her full potential. As a result, they will begin to develop intrinsic goals in order to become balanced, life-long learners and contributers to a diverse world. Additionally, the elementary school counseling program provides responsve services, individual and/or group services, and system support for identified needs.

SVMS Counseling's Program Description and Rationale:

The Saucon Valley Middle School Counseling Department (5-8) provides a comprehensive and diverse developmental program addressing the personal, social, academic, and career development of all students. School counselors are student advocates, providing support to maximize student potential and academic achievement. The program addresses *responsive services* (resolve conflicts, respond to student crises or situations), *individual or group student planning* (help small groups of students plan, monitor and manage their learning in academic, social/personal and career development) and *system support* (professional development, data analysis, advisory, and school improvement). The program is designed to support and expand a student's knowledge in relationship to the world around them and to assist each student in reaching his/her potential. Executed in whole group and small group sessions, the middle school counseling curriculum is primarily focused on equipping students with the necessary communication skills to solve and resolve conflict resolutions; accept differences;

STANDARDS

Course Overview

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American School Counsellors Association (ASCA) - Mindsets & Behaviors (2021)

M.1 M.2 M.3 M.4 M.5 M.6 B-LS.1 B-LS.2 B-LS.3 B-LS.4 B-LS.5

B-LS.6 B-LS.7 B-LS.8 B-LS.9 B-LS.10 B-SMS.1 B-SMS.2 B-SMS.3 B-SMS.4

B-SMS.5 B-SMS.6 B-SMS.7 B-SMS.8 B-SMS.9 B-SMS.10 B-SS.1 B-SS.2

B-SS.3 B-SS.4 B-SS.5 B-SS.6 B-SS.7 B-SS.8 B-SS.9 B-SS.10

Pennsylvania - Grade 3 - Career and Education Work

13.4.3.C 13.4.3.B 13.4.3.A 13.4 13.3.3.G 13.3.3.F 13.3.3.E 13.3.3.D 13.3.3.C

13.3.3.B 13.3.3.A 13.3 13.2.3.E 13.2.3.D 13.2.3.C 13.2.3.B 13.2.3.A 13.2

13.1.3.H 13.1.3.G 13.1.3.F 13.1.3.E 13.1.3.D 13.1.3.C 13.1.3.B 13.1.3.A 13.1

13

Pennsylvania - Grade 5 - Career Education and Work

13 13.1 13.1.5.A 13.1.5.B 13.1.5.C 13.1.5.D 13.1.5.E 13.1.5.F 13.1.5.G

13.1.5.H 13.2 13.2.5.A 13.2.5.B 13.2.5.C 13.2.5.D 13.2.5.E 13.3 13.3.5.A

13.3.5.B 13.3.5.C 13.3.5.D 13.3.5.E 13.3.5.F 13.3.5.G 13.4 13.4.5.A 13.4.5.B

13.4.5.C

Pennsylvania - Grade 8 - Career Education and Work

13 13.1 13.1.8.A 13.1.8.B 13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G

13.1.8.H 13.2 13.2.8.A 13.2.8.B 13.2.8.C 13.2.8.D 13.2.8.E 13.3 13.3.8.A

13.3.8.B 13.3.8.C 13.3.8.D 13.3.8.E 13.3.8.F 13.3.8.G 13.4 13.4.8.A 13.4.8.B

13.4.8.C

Pennsylvania - Grade 11 - Career Education and Work

13 | 13.1 | 13.1.11 | 13.1.11.A | 13.1.11.B | 13.1.11.C | 13.1.11.D | 13.1.11.E | 13.1.11.F

13.1.11.G | 13.1.11.H | 13.2 | 13.2.11 | 13.2.11.A | 13.2.11.B | 13.2.11.C | 13.2.11.D

13.2.11.E | 13.3 | 13.3.11 | 13.3.11.A | 13.3.11.B | 13.3.11.C | 13.3.11.D | 13.3.11.E

13.3.11.F | 13.3.11.G | 13.4 | 13.4.11 | 13.4.11.A | 13.4.11.B | 13.4.11.C

COURSE OBJECTIVES

Specific objectives for these curriculums are aligned to the American School Counselor Association's Mindset and Behaviors, the American School Counselor Association's Competencies, and Pennsylvania's Career and Education Work standards.

Elementary School

Kindergarten: Students acquire the attitudes, knowledge, and fundamental skills needed for effective learning that include listening, following directions, maintaining personal space, and using self-talk to correct mistakes. Students identify feelings and begin to practice strategies to help them begin to regulate emotions and navigate friendship conflicts. Students become exposed to an array of different career choices and begin to acquire knowledge about gender stereotypes in relationship to career choice.

First Grade: Students learn the definition of respect and develop an understanding ways to show respect to themselves and others. Students discuss the value of accepting one another and friendship qualities as well as how to develop relationships through listening and finding commonalities among their peers. They begin to distinguish the difference between tattling and reporting as well as strategies to solve conflicts on their own. Students continue to be exposed to careers in their community and will begin to acquire knowledge about personal preference in relationships to career choice.

Second Grade: Students develop positive attitudes, identify personal assets, and develop the ability to build perspective-taking and responsibility skills. They identify qualities of a good friend and recognize the potential of learning about others' differences to develop friendships. Students identify what bullying is and understand the consequences of their actions. They demonstrate knowledge of personal and work habits needed for school success and how they relate to being successful in the workplace.

Third Grade: Students gain an understanding of perception and how different points of view about the same set of events may lead to different conclusions and conflicts. They roleplay various scenarios to understand how to react to situations, resolve conflict, and show empathy. By understanding reasons, triggers, and symptoms of stress, students practice using a variety of strategies when dealing with their anxiety. By identifying current personal interests and skills, students describe the necessary skills and job responsibilities of various career occupations.

Fourth Grade: Students examine the necessary components for academic success such as listening and participating in class, time management, using self-control, completing all assignments, and reviewing material multiple times. Students identify the four forms of bullying and the harmful side effects; the three roles involved in bullying; and role-play learned strategies to help combat bullying. If a student feel that they are being negatively influenced by their peers, students learn about spoken and unspoken peer pressure by role-playing in various scenarios. Students complete an interest inventory to explore career choices to think about personal interests, hobbies, and learning styles.

Middle School

Fifth Grade: After becoming more acclimated with the school environment (resources, rules and responsibilities, procedures), students identify bullying and situations that require effective communication skills. Students learn about making and maintaining friendships through use of effective communication skills and understand the continued evolution of relationships and personal responsibilities. Using learned personal safety and coping strategies. Students identify the differences between people and discuss responsible behaviors to accept differences. In collaboration with the school counselor, students will learn skills needed to develop their personal education plans to help make future decisions.

Sixth Grade: In acquiring knowledge to help make decisions and solve problems, students learn to balance their personal, academic and social lives. Students identify current challenges and how to utilize surrounding supports to make healthy choices. Students discuss and review the three C's (clarify, consider, choose) to effectively communicate and problem solve. Using this model, students develop and improve upon interpersonal skills to accept differences in others. Students will explore personal strengths and learning styles to explore possible future life goals and monitor personal educational goals.

Seventh Grade: Students gain insight and different strategies to cope with uncomfortable emotions. Students are able to identify the academic and personal skills needed to use the school technology and internet access responsibly. Students focus on course choices and classes for next year, and discuss their options for high school. Students discuss substance abuse and the dangers that occur as they experience peer and social pressures.

Eighth Grade: Students refine personal relationships and academic progress toward personal goals; review and develop a career portfolio using Naviance; learn about the high school experience, expectations, and schedule.Students will have the opportunity to interact with speakers based on several different careers. Students will discuss the pressures and situations that lead to risk taking behaviors and substance abuse.

High School

Ninth Grade: Students increase their career awareness by completing an interest inventory on PA Career Zone that connects their interests to potential careers. They then explore 5 different career research resources (Power Library Job Resources, Occupational Outlook Handbook, Lehigh Valley Hot Jobs Dashboard, PA CareerZone, and SVHS Library Online Catalog). Students use these tools to research a career that they identify in the interest inventory while learning to compare and evaluate the career research resources. Students also complete Smart Futures activities focusing on thinking about career success, abilities and aptitudes, and personal interests. Students update their Education Career Plan, identifying a post-secondary goal and choosing high school courses that align with that goal.

Tenth Grade: Students engage in career acquisition activities using Naviance. Students complete a job

application and create a resume. Students also complete Smart Futures activities focusing on career preparation and acquisition including job applications, job interviews and active listening skills. Students update their Education Career Plan, identifying a post-secondary goal and choosing high school courses that align with that goal.

Eleventh Grade: Students complete a Skills Inventory in Naviance to help them identify skills that will help them succeed in a career. Students then prepare a letter of interest connecting these skills and the students' strengths to a job opportunity in their field of interest. Students update their Education Career Plan, identifying a post-secondary goal and choosing high school courses that align with that goal. Students complete a reflection confirming that their high school courses and interests are aligned with their post-secondary career goal.

Twelfth Grade: Students complete at least one Work-Based Learning Experience as outlined by the Pennsylvania Department of Education. Options available to students are Job Shadowing, Cooperative Education, or Service Learning. Students complete the required number of hours and corresponding activities and documentation for their chosen experience.

ASSESSMENT TYPES

Forms of Assessment to Measure Course Objectives:

- College and career evidence
- Work-based learning experiences
- Formative Assessment
- Career Portfolio

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction in our counseling curriculum:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Cooperative learning and collaboration (group work, role play)
- Read aloud
- Discussion
- Experiential Learning
- Field Trips

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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Kindergarten: • Regina's Big Mistake by Marissa Moss • Personal Space Camp by Julia Cook • On Monday When it Rained by Cherryl Kachenmeister • Whose Hat is This? by Sharon Katz Cooper **First Grade** • Bad Case of Tattle Tongue by Julia Cook • It's Okay to be Different by Todd Parr • Alicia's Best Friend by Lisa Jahn-Clough • Whose Tools are These by Sharon Katz Cooper **Second Grade:** • Enemy Pie by Derek Munson **Third Grade:** • Anti-Test Anxiety Society by Julia Cook	• Counselor created resources	• SmartFutures • Naviance