

*Grade Band*                      *Domain*                      *Concept*

| CAREER DEVELOPMENT DOMAIN<br>Career Awareness                |                                                                                                                                       |                                                                                      |                                                                                                                                                    |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, "Students will..." |                                                                                                                                       |                                                                                      |                                                                                                                                                    |
| Kindergarten-Grade 2                                         | Grades 3-5                                                                                                                            | Grades 6-8                                                                           | Grades 9-12                                                                                                                                        |
| 15. Identify various workers in their community.             | 15. Describe personal abilities, skills, interests, and motivations related to potential career interests.                            | 15. Locate, evaluate, and interpret career information related to potential careers. | 14. Research requirements for potential careers.                                                                                                   |
| 16. Explain why all work is valuable.                        | 16. Participate in career awareness activities.<br><i>Examples: complete career interest inventories, attend career-themed events</i> | 16. Research and identify competencies and skills needed for career options.         | 15. Describe how different career technical education programs can help students meet graduation requirements and prepare for college or a career. |

*Standard Number*                      *Examples*                      *Standard*



# Academic Development Standards

Standards in the academic development domain are designed to foster the knowledge, skills, and attitudes that allow students to achieve academically. The domain focuses on four concept areas: academic confidence, goal-setting, academic skills, and lifelong learning.

To address academic development at the elementary level, school counselors introduce the skills and attitudes required for school success, designing and overseeing the lessons and educational activities that will enable students to achieve the standards mandated in *The Alabama Model*. Lessons may focus on listening, following directions, test-taking, and study skills.

At the middle school level, school counselors help students develop the knowledge and skills that prepare them to choose from a wide range of postsecondary options. This preparation will help students understand the relationship between academics and the world of work and life.

School counselors serving students in Grades 8-12 guide students in the development and annual revision of a personal education plan of study based on career and academic goals. They also help students fulfill legislative and other requirements for graduation. The personal education plan of study is described under Individual Student Planning.

The selection of courses in the personal education plan of study must be approved in writing annually by the student's parent or guardian. If a parent or guardian's signature is not obtained, attempts to acquire signatures must be documented.

At the high school level, school counselors build on goals established during elementary and middle school, guiding students as they take specific steps toward becoming college and career ready and navigating adult life.

School counselors who work at career and technical centers address standards of the academic development domain through the review of the student's personal education plan of study. This ensures students are participating in appropriate coursework that leads to successful achievement of their academic and career goals.

# Academic Development Standards

| ACADEMIC DEVELOPMENT DOMAIN<br>Academic Confidence                                                             |                                                                                 |                                                          |                                                                      |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”                                                     |                                                                                 |                                                          |                                                                      |
| Kindergarten-Grade 2                                                                                           | Grades 3-5                                                                      | Grades 6-8                                               | Grades 9-12                                                          |
| 1. Identify and describe classroom behaviors necessary for academic success.                                   | 1. Demonstrate classroom behaviors for academic success.                        | 1. Develop personal responsibility for academic success. | 1. Demonstrate personal responsibility for academic success.         |
| 2. Display a positive interest in learning.                                                                    | 2. Identify and demonstrate the skills needed to be an independent learner.     | 2. Apply skills for independent learning.                | 2. Demonstrate ownership, self-advocacy, and initiative in learning. |
| 3. Discuss how making mistakes contributes to learning and leads to an appreciation of one’s own achievements. | 3. Work through academic challenges, demonstrating resilience and perseverance. | 3. Develop self-advocacy and initiative in learning.     |                                                                      |

# Academic Development Standards

| ACADEMIC DEVELOPMENT DOMAIN<br>Goal Setting                      |                                                                              |                                                                       |                                                                                                                                                                         |
|------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”       |                                                                              |                                                                       |                                                                                                                                                                         |
| Kindergarten-Grade 2                                             | Grades 3-5                                                                   | Grades 6-8                                                            | Grades 9-12                                                                                                                                                             |
| 4. Define goals and explain why goals are important.             | 4. Establish achievable academic goals.                                      | 4. Develop academic goals and monitor progress toward achieving them. | 3. Set goals for postsecondary education, technical training, military service, and/or the workforce.                                                                   |
| 5. Describe what makes goals achievable.                         | 5. Use problem-solving and decision-making skills to achieve academic goals. | 5. Develop a personal education plan of study.                        | 4. Monitor and modify the personal education plan of study.                                                                                                             |
| 6. Discuss how performance on assessments shows academic growth. | 6. Track assessment results to monitor their own academic growth.            | 6. Analyze assessment results to inform academic planning.            | 5. Analyze and discuss assessment data to engage in postsecondary planning.<br><i>Examples: PreACT, ACT/SAT scores, AP/IB exam results, career aptitude inventories</i> |

# Academic Development Standards

| ACADEMIC DEVELOPMENT DOMAIN<br>Academic Skills                         |                                                                                  |                                                                                              |                                                                                                          |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”             |                                                                                  |                                                                                              |                                                                                                          |
| Kindergarten-Grade 2                                                   | Grades 3-5                                                                       | Grades 6-8                                                                                   | Grades 9-12                                                                                              |
| 7. Perform classroom routines and complete assignments and activities. | 7. Practice time management and task management strategies.                      | 7. Utilize time management and task management skills.                                       | 6. Adapt and utilize time management and task management skills to meet the expectations of high school. |
| 8. Develop skills for working collaboratively with others.             | 8. Work collaboratively in academic and social settings.                         | 8. Exhibit skills needed to contribute effectively to collaborative projects and activities. | 7. Design, lead, and contribute to collaborative projects and activities.                                |
| 9. Use communication skills to ask for help when appropriate.          | 9. Use developmentally appropriate critical thinking and problem-solving skills. | 9. Demonstrate critical thinking and problem-solving skills.                                 | 8. Apply critical thinking skills to solve problems.                                                     |
| 10. Identify test-taking strategies.                                   | 10. Apply study skills and test-taking strategies.                               | 10. Implement study skills and locate academic resources when needed.                        | 9. Identify and practice skills needed for postsecondary education.                                      |
| 11. Explore and share personal interests related to learning.          | 11. Identify personal strengths to enhance learning opportunities.               | 11. Use personal strengths to develop a personal education plan of study.                    | 10. Use personal strengths to evaluate multiple course options and make academic decisions.              |

# Academic Development Standards

| ACADEMIC DEVELOPMENT DOMAIN<br>Lifelong Learning                                                                 |                                                                                                                                                              |                                                                                               |                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”                                                       |                                                                                                                                                              |                                                                                               |                                                                                                                                                          |
| Kindergarten-Grade 2                                                                                             | Grades 3-5                                                                                                                                                   | Grades 6-8                                                                                    | Grades 9-12                                                                                                                                              |
| 12. Identify how expectations at school differ from expectations at home, daycare, preschool, or previous grade. | 12. Identify new grade level expectations and skills each year, including classroom behavior, academic achievement, and peer collaboration in the classroom. | 12. Identify new skills needed for each year of academic progression.                         | 11. Identify new skills needed for postsecondary education and/or the workforce.                                                                         |
| 13. Identify connections between learning and work.                                                              | 13. Explain how school success and academic achievement impact future career opportunities.                                                                  | 13. Explain how school success prepares them to transition from student to productive adult.  | 12. Explain the relationship between high school graduation and future success.<br><i>Examples: productive citizenship, decreased chances of poverty</i> |
| 14. Identify various roles in the classroom and school community.                                                | 14. Identify opportunities to enhance learning within the school and community.                                                                              | 14. Explain how participation in co-curricular and/or community activities enhances learning. | 13. Identify co-curricular and/or community activities that align with academic and career interests.                                                    |

# Career Development Standards

Standards in the career development domain are designed to help students explore careers, identify their own interests and aptitudes, develop workplace skills, and create detailed, personalized plans that prepare them for their chosen careers. The domain focuses on three concept areas: career awareness, career goals, and career exploration and planning.

The school counselor designs and oversees the lessons and educational activities that will enable students to achieve the standards mandated in *The Alabama Model*. School counselors work in collaboration with career coaches to implement career education with K-12 students.

In the career development domain at the elementary level, school counselors emphasize early exploration of career and education goals. This domain may be addressed through lessons and activities such as hosting a career day, introducing community helpers, or administering interest inventories.

School counselors at the middle school level help students acquire the skills they need to investigate the world of work, utilizing specific strategies that will help students achieve future academic and career goals with success and satisfaction.

At the high school level, school counselors offer educational opportunities that provide students with a strong academic foundation and an understanding of college and career readiness, with the goal of ensuring that students are prepared to enter the workforce or military service and/or pursue postsecondary studies.

School counselors at career and technical education centers serve as academic and career development specialists, uniquely positioned to help students transition successfully into the workforce or to further their education.

School counselors for Grades 8-12 should guide students in the development and annual revision of the personal education plan of study based on career and academic goals and help students maintain progress toward legislative and other requirements for graduation. The personal education plan of study is described under Individual Student Planning. The plan must be annually approved in writing by parents/guardians. If a parent's or guardian's signature is not obtained, documentation of attempts to acquire signatures must be maintained.

# Career Development Standards

| CAREER DEVELOPMENT DOMAIN<br>Career Awareness                                                                |                                                                                                                                       |                                                                                                                                              |                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will...”                                                 |                                                                                                                                       |                                                                                                                                              |                                                                                                                                            |
| Kindergarten-Grade 2                                                                                         | Grades 3-5                                                                                                                            | Grades 6-8                                                                                                                                   | Grades 9-12                                                                                                                                |
| 15. Identify various workers in their community.                                                             | 15. Describe personal abilities, skills, interests, and motivations related to potential career interests.                            | 15. Locate, evaluate, and interpret career information related to potential careers.                                                         | 14. Research requirements for specific careers they are considering.                                                                       |
| 16. Explain why all work is valuable.                                                                        | 16. Participate in career awareness activities.<br><i>Examples: complete career interest inventories, attend career-themed events</i> | 16. Research and identify competencies and skills needed for career options.                                                                 | 15. Describe how different career technical education programs can help meet graduation requirements and prepare for college or a career.  |
| 17. Make decisions and set career goals.                                                                     | 17. Explain how interests and skills relate to career options.                                                                        | 17. Identify hobbies and interests that promote work-life balance.                                                                           | 16. Identify and evaluate financial options to support future college and/or career plans, and choose those that best fit their own goals. |
| 18. Explain that there are career options available for everyone.                                            | 18. Identify and describe how their individual interests, work values, and/or skills align with specific types of careers. _____      | 18. Explain the importance of the connection between career and civic engagement, including service learning and/or volunteer opportunities. | 17. Explain how service-learning, work, and/or volunteer work impacts the community, fosters employment skills, and builds a resumé.       |
| 19. Demonstrate the ability to collaborate effectively with peers to achieve group goals in a school setting | 19. Describe skills needed for success in school and future careers.                                                                  | 19. Identify options for fulfilling college and career readiness graduation requirements.                                                    | 18. Implement options for fulfilling college and career readiness graduation requirements.                                                 |
| 20. Describe skills and work habits needed by workers in the community.                                      | 20. Describe personal, ethical, and work skills needed for success in school and future careers.                                      |                                                                                                                                              |                                                                                                                                            |

# Career Development Standards

| CAREER DEVELOPMENT DOMAIN<br>Career Goals                                                                                       |                                                                                                                  |                                                                                    |                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”                                                                      |                                                                                                                  |                                                                                    |                                                                                                                                                                                     |
| Kindergarten-Grade 2                                                                                                            | Grades 3-5                                                                                                       | Grades 6-8                                                                         | Grades 9-12                                                                                                                                                                         |
| 21. Differentiate between <i>work</i> and <i>career</i> .                                                                       | 21. Explain the relationship between educational achievement and career success.                                 | 20. Interpret the relationship between educational achievement and career success. | 19. Review and modify their personal education plan of study to support career goals.                                                                                               |
| 22. Work cooperatively as a team member.                                                                                        | 22. Explain how work can help to achieve personal success and satisfaction.                                      | 21. Identify personal preferences and interests influencing career choices.        | 20. Select coursework that is best related to career interests.                                                                                                                     |
| 23. Connect community helpers to career clusters.                                                                               | 23. Identify jobs associated with the career clusters, as shown in the <i>Alabama Career Development Model</i> . | 22. Develop and maintain a personal education plan of study.                       | 21. Apply academic and employment readiness skills in work-based learning activities.<br><i>Examples: internships, job shadowing, industry tours, career fairs, apprenticeships</i> |
| 24. Identify skills that help gather information and complete tasks, including asking questions and basic communication skills. | 24. Describe how careers differ in terms of workplace settings and requirements.                                 | 23. Correlate career choices with earning potential.                               | 22. Give examples of how the changing workplace requires lifelong learning and the acquisition of new skills.                                                                       |

# Career Development Standards

| CAREER DEVELOPMENT DOMAIN<br>Career Exploration and Planning                                                                                                                          |                                                                                                                                                      |                                                                                                                                                                                             |                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will...”                                                                                                                          |                                                                                                                                                      |                                                                                                                                                                                             |                                                                                                                                                                                                               |
| Kindergarten-Grade 2                                                                                                                                                                  | Grades 3-5                                                                                                                                           | Grades 6-8                                                                                                                                                                                  | Grades 9-12                                                                                                                                                                                                   |
| 25. Identify and engage in various work roles within the classroom.                                                                                                                   | 25. Relate current student learning to each of the career clusters.                                                                                  | 24. Utilize problem-solving and organizational skills.                                                                                                                                      | 23. Demonstrate skills needed for seeking employment.<br><i>Examples: resumé writing, interviewing, mock interviews</i>                                                                                       |
| 26. Explore a variety of careers to begin understanding the roles that workers play in the community.                                                                                 | 26. Investigate the knowledge and skills workers need in various careers.                                                                            | 25. Describe how jobs are changing and what skills people will need to succeed in the future.<br><i>Examples: emerging careers, decline of some professions, applications of technology</i> | 24. Research and discuss application procedures and admission requirements for postsecondary options.                                                                                                         |
| 27. Display a positive attitude toward work and learning, and explain how positive character traits are important for success on the job.<br><i>Examples: responsibility, honesty</i> | 27. Utilize employability skills, including teamwork, problem-solving, and organizational skills.                                                    | 26. Enhance work ethic and employability skills, including responsibility, time management, dependability, and punctuality.                                                                 | 25. Describe the rights and responsibilities of individuals in the workplace and explain how demonstrating respect and fairness and following rules contribute to a positive and productive work environment. |
| 28. Explore the roles and responsibilities of workers around them to learn important job skills.                                                                                      | 28. Utilize search engines and other media sources for career planning to discover career options.<br><i>Example: Alabama Career Planning System</i> | 27. Complete a personal education plan of study and career interest inventories as part of the career planning process.<br><i>Example: Alabama Career Planning System</i>                   | 26. Review and implement their education plan of study in response to career interests.                                                                                                                       |
|                                                                                                                                                                                       |                                                                                                                                                      | 28. Identify career clusters and academic courses that align with their career interests and goals.                                                                                         | 27. Explain how ever-changing economic and societal needs influence employment trends and future training.                                                                                                    |

# Foundational Wellness Standards

Standards in the foundational wellness domain are designed to help students develop skills for success in all areas of life. The domain focuses on four concept areas: interpersonal skills, problem-solving and decision-making, character development, and personal responsibility.

Personal safety and responsibility, appropriate interaction with others, and managing choices are covered in this domain. The school counselor designs and oversees the lessons and educational activities that will enable students to achieve the standards mandated in *The Alabama Model*.

Elementary school counselors place strong emphasis on character development, decision-making skills, self-awareness, and interpersonal relationships, laying the foundation for the acquisition of coping skills and problem-solving strategies that continue to be developed at the middle and high school levels.

School counselors at the middle school level provide instruction to equip students with the knowledge, attitudes, and interpersonal skills needed to become responsible citizens and productive workers. This instruction helps students understand and respect themselves and others, make decisions, set goals, take necessary actions to achieve goals, and develop coping skills.

At the high school level, school counselors emphasize competency in measuring goal attainment, advocating for self and others, and building professional habits for the workplace. Activities are designed to encourage the development of character, personal responsibility, and decision-making.

School counselors located at career and technical centers assist students in the foundational wellness domain by reinforcing interpersonal skills to work effectively with others and achieve success in the workplace.

School counselors also serve as an integral component of a school's incorporation of character education requirements as established in 1995 by the Alabama legislature, Code of Alabama, Section 16-6B-2(h). The integration of character education contributes to a student's foundational wellness development.

# Foundational Wellness Standards

| FOUNDATIONAL WELLNESS DOMAIN<br>Interpersonal Skills                                 |                                                                                      |                                                                        |                                                                                                   |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”                           |                                                                                      |                                                                        |                                                                                                   |
| Kindergarten-Grade 2                                                                 | Grades 3-5                                                                           | Grades 6-8                                                             | Grades 9-12                                                                                       |
| 29. Identify appropriate and inappropriate behaviors for various settings.           | 29. Distinguish between appropriate and inappropriate behavior for various settings. | 29. Demonstrate behaviors that support academic and social success.    | 28. Model skills needed for success in social, academic, and career settings.                     |
| 30. Explain the importance of teamwork.                                              | 30. Demonstrate teamwork and cooperation in group settings.                          | 30. Apply teamwork skills in group settings.                           | 29. Demonstrate teamwork skills in social, academic, and career settings.                         |
| 31. Identify individual differences.                                                 | 31. Describe and respect differences among individuals.                              | 31. Explain the positive contributions made to society by individuals. | 30. Model and promote respect for others in social, academic, and career settings.                |
| 32. Describe how communication involves speaking, listening, and nonverbal behavior. | 32. Utilize effective communication skills in social and academic settings.          | 32. Display respect for different points of view.                      | 31. Utilize perspective-taking to collaborate effectively with others.                            |
| 33. Describe the importance of making and keeping friendships.                       | 33. Demonstrate empathy and the ability to understand the perspective of others.     | 33. Display active listening and empathy.                              | 32. Demonstrate the ability to choose and develop healthy relationships in a variety of settings. |

# Foundational Wellness Standards

| FOUNDATIONAL WELLNESS DOMAIN<br>Problem-Solving and Decision-Making                                        |                                                                              |                                                                                                                                                                 |                                                                           |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will…”                                                 |                                                                              |                                                                                                                                                                 |                                                                           |
| Kindergarten-Grade 2                                                                                       | Grades 3-5                                                                   | Grades 6-8                                                                                                                                                      | Grades 9-12                                                               |
| 34. Demonstrate when, where, and how to seek help for solving problems and making decisions.               | 34. Identify the steps of the decision-making and problem-solving processes. | 34. Evaluate the possible consequences of decisions and choices, and implement strategies to resolve problems.                                                  | 33. Apply decision-making and problem-solving skills to new challenges.   |
| 35. Identify healthy coping skills.<br><i>Examples: deep breathing, getting a drink of water, counting</i> | 35. Demonstrate healthy coping skills for dealing with problems.             | 35. Differentiate between healthy coping skills and those with adverse effects.<br><i>Examples: exercise versus vaping, conflict resolution versus fighting</i> | 34. Apply healthy coping skills in social, academic, and career settings. |
| 36. Describe ways in which peers can influence the behavior of others.                                     | 36. Discuss the influence of peers on behavior.                              | 36. Demonstrate healthy ways to address the impact of peer pressure.                                                                                            | 35. Model and promote healthy ways to cope with peer pressure.            |
| 37. Identify and set short- and long-term goals.                                                           | 37. Identify alternative ways of achieving goals.                            | 37. Develop an action plan to set and achieve realistic goals.                                                                                                  | 36. Evaluate progress toward achieving goals.                             |

# Foundational Wellness Standards

| FOUNDATIONAL WELLNESS DOMAIN<br>Personal Responsibility                                                |                                                                                                   |                                                                                                        |                                                                                                   |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Each content standard completes the stem, “Students will...”                                           |                                                                                                   |                                                                                                        |                                                                                                   |
| Kindergarten-Grade 2                                                                                   | Grades 3-5                                                                                        | Grades 6-8                                                                                             | Grades 9-12                                                                                       |
| 42. Identify contact information of a guardian and explain how this is a form of personal information. | 42. Describe reasons and strategies to protect personal information, including online.            | 42. Explain the importance of making safe choices online, including social media and gaming platforms. | 41. Explain the strategies that they have implemented to stay safe online.                        |
| 43. Identify the purpose of rules and laws.                                                            | 43. Describe how rules and laws protect the rights and safety of individuals.                     | 43. Identify the consequences for failing to follow rules and laws.                                    | 42. Discuss how failure to follow rules and laws can negatively impact one’s future.              |
| 44. Discuss personal rights, responsibilities, and boundaries.                                         | 44. Explain the difference between safe and unsafe physical contact.                              | 44. Explain personal boundaries, rights, and safety needs.                                             | 43. Demonstrate ways to set boundaries and protect personal safety in a variety of circumstances. |
| 45. Identify resource people in the school and community and explain how to seek their help.           | 45. Differentiate between situations requiring peer support and situations requiring adult help.  | 45. Identify and demonstrate ways to advocate for self and others.                                     | 44. Advocate for the personal safety of themselves and others.                                    |
| 46. Identify and make safe, healthy choices.                                                           | 46. Differentiate between healthy and unhealthy behaviors, identifying their effects on the body. | 46. Explain the detrimental emotional and physical effects of substance use and abuse.                 | 45. Identify school and community support resources available to address substance use and abuse. |
| 47. Identify situations that cause stress.                                                             | 47. Identify the physical signs of stress.                                                        | 47. List techniques for managing stress and conflict.                                                  | 46. Identify resources one can access to address stress and conflict.                             |
| 48. Explain personal responsibility.                                                                   | 48. Identify ways personal responsibility impacts self and others.                                | 48. Exhibit personal responsibility through actions.                                                   | 47. Exercise personal responsibility to prepare for postsecondary options.                        |