Introduction

Professional school counselors share the proud vision of preparing today's students to becoming tomorrow's adults. To that end, school counselors' work to help students focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Plymouth Public Schools has adopted standards and benchmarks for a School Counseling Curriculum including the development of grade level learning outcomes that will provide the necessary framework for implementing the approved standards and benchmarks in the district's middle and high schools.

All district counselors have had opportunities to review and provide input into the development of the grade level learning outcomes contained in the School Counseling Curriculum. This feedback was solicited with the following guidelines and understandings:

- The primary purpose of the Plymouth Public Schools School Counseling Curriculum is to support the academic achievement of all students through developing the academic, career, and personal/social skills and knowledge all students need to succeed in school.
- Grade levels represent the points at which all students should have achieved a specific learning result. Some schools might combine learning results in such a way that students might acquire the skills or knowledge at an earlier grade level.
- Counselors utilize the curriculum learning results in terms of student need and developmental appropriateness.
- As individual schools implement new curriculum, once adopted, they should choose the learning results for their implementation focus that would have the greatest outcome for the achievement of the standards and benchmarks of the School Counseling Curriculum in their school.
- The School Counseling Curriculum (particularly school counseling activities and units) is open to revision and continued development.

The School Counseling Curriculum is organized into three major components:
1. The Plymouth Public Schools Standards and Benchmarks for the School Counseling Curriculum (pages 5-16)
3. PPS Middle School and High School Counseling Curriculum Activities and Units (separate PDF)

These three components comprise the Plymouth Public Schools School Counseling Curriculum, which focuses on achievement of the counseling standards and benchmarks within the context of the sixth through twelfth grade curriculum continuum. PPS counselors have begun and will continue to work together to identify activities, learning materials, and assessments that will support the implementation of grade level learning.

The absence of a PreK-grade 5 curriculum is indicative of the fact that PPS no longer employs elementary school guidance counselors. In essence, school psychologists function in a dual role at the elementary level as guidance counselor and school psychologist. School psychologists and adjustment counselors are beginning to work on a mental health curriculum, or "toolbox," as part of their professional development. Over time this can be incorporated into, or added to, the School Counseling Curriculum.
Background

The national momentum for standards-based education has elicited an endeavor to provide clarity of content and common elements to school counseling programs. While it is acknowledged that an entire school is responsible for promoting social/emotional health, career/college planning, and strong academic achievement with their entire student body, the PPS School Counseling Curriculum is intended to provide vision and clarity to that purpose.

The PPS Standards and Benchmarks for Comprehensive School Counseling is based on the ASCA (American School Counselor Association) National Model and is designed to clarify the mission and vision of the school-counseling program. The ASCA National Model: A Framework for School Counseling Programs (2004) was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students’ success. The ASCA National Model provides a framework for the program components, the school counselor’s role in implementation and the underlying philosophies of leadership, advocacy, collaboration and systemic change.

The Massachusetts School Counselor Association (MASCA), in collaboration with the Massachusetts Department of Elementary & Secondary Education and the National Center for School Counseling Outcome Research at the University of Massachusetts Amherst used The ASCA National Model as a template to create The Massachusetts Model for Comprehensive School Counseling (2006). The Massachusetts Model for Comprehensive School Counseling is intended to guide school administrators and counselors in the development of measurably effective school counseling programs and to help counselor education programs to align their curriculum with basic tenets of the model. The Mass Model is intended to benefit students and educational stakeholders by illustrating how school counseling programs are central to the district and school missions while defining the responsibilities and standards for school counseling delivery and evaluation.

The PPS School Counseling Curriculum is proud to incorporate the major tenets from both the national model and our state model and it is designed to promote the educational goals and mission of Plymouth Public School District. Certain initiatives of the PPS school-counseling department have been the catalysts for developing the PPS School Counseling Curriculum. During the 2006-2007 school year high school guidance counselors utilized professional development in-service time to begin to plan and write a school-counseling curriculum. In May of 2007 the Plymouth South High School Department Chair, Maureen Metta, became a member of the first-ever Massachusetts Model Implementation Institute. In January of 2008, the district funded a new position, a PreK-12 Director of Guidance & Remediation Services. In the summer of 2008, the director and eleven members of the 5-12 guidance/adjustment counseling staff worked together to develop standards and benchmarks and to consolidate the counseling program’s existing and new curriculum into a formal document.

The PPS Counseling Department would like to thank ASCA and MASCA for their foresight and leadership in moving the school counseling profession forward into the 21st century. The PPS Counseling Department would also like to thank the Massachusetts Department of Elementary & Secondary Education for its support of school counselors and their role in schools across our state. The PPS Counseling Department would also like to recognize
the contributions of the state of Missouri and the Boulder Valley Colorado School District in their development of counseling curriculum standards, benchmarks, activities and units.

The Plymouth Public Schools counseling standards and benchmarks will provide school counselors with a strong vision and a sense of purpose for years to come. The counseling curriculum and its accompanying activities and units will continue to be updated and expanded to include appropriate new interventions in response to emerging student needs. The counseling department also looks forward to continued collaboration with school psychologists and adjustment counselors as they develop their own“ toolbox” to provide the best possible services to our students PreK -12.

Plymouth Public School’s Guidance Department Mission Statement

“The mission of the Plymouth Public School’s Guidance Department is to provide a comprehensive developmental counseling program, addressing the academic, career, and personal/social development of all students. Without regard to race, gender, religion, sexual orientation, handicap or national origin, we encourage all students to develop realistic concepts of themselves, along with an understanding of the educational and career opportunities available to them. Counselors collaborate with teachers, administrators, parents and community resources and agencies to provide the support necessary to ensure that all students maximize their academic achievement and potential. Moreover, we assist school administration in providing a safe and respectful environment that encourages a diverse student body to become life-long, independent, critical thinkers and productive citizens in a changing society.”
Plymouth Public Schools
School Counseling Curriculum Standards & Benchmarks

Plymouth Public School District’s school counseling department follows the ASCA National Standards for students in the three major counseling domains: Academic Development, Career Development and Personal/Social Development.

Legend:
A:A-1.1 = Academic Domain, Standard A, Competency 1, and Indicator 1

I: Academic Development
ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept
   A:A1.1 Articulate feelings of competence and confidence as learners
   A:A1.2 Display a positive interest in learning
   A:A1.3 Take pride in work and achievement
   A:A1.4 Accept mistakes as essential to the learning process
   A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning
   A:A2.1 Apply time-management and task-management skills
   A:A2.2 Demonstrate how effort and persistence positively affect learning
   A:A2.3 Use communications skills to know when and how to ask for help when needed
   A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success
   A:A3.1 Take responsibility for their actions
   A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
   A:A3.3 Develop a broad range of interests and abilities
   A:A3.4 Demonstrate dependability, productivity and initiative
   A:A3.5 Share knowledge

Purpose
Students will envision themselves as capable life-long learners who take advantage of numerous learning opportunities and apply effective study skills to a variety of academic situations. The school-counseling program will provide all students with opportunities to sustain a positive attitude toward learning, set and attain academic goals, and develop and apply effective study skills.

Students in Grades 6-8 will:
- Develop awareness of learning styles and how they influence school performance
- Demonstrate the motivation to set goals and achieve individual potential
- Maintain a positive interest in learning
- Use time management and organizational skills
- Apply the study skills necessary for academic success at each level
- Recognize the need for and develop strategies for obtaining academic assistance
- Develop an awareness of basic learning styles and which style is personally strongest (auditory, visual, kinesthetic)
- Demonstrate understanding of the importance of effective study skills (e.g., note-taking, test-taking, or task management),
- Know the various resources available for academic assistance, identify when needed, and implement strategies for accessing, as appropriate
- Develop and implement structured routines for organizing and planning school work
- Identify the attitudes and behaviors that lead to successful learning
- Develop an understanding of the difference between internal and external motivation
- Describe how one has used knowledge of basic learning styles to help one’s self as a learner
- Apply the study skills that are personally most effective for enhancing academic success
- Evaluate the effectiveness of routines for planning and organizing school work and identify areas for improvement
- Demonstrate understanding of what motivates one’s self and set goals that help maintain a positive interest in learning

Students in Grades 9-12 will:
- Identify attitudes and behaviors that lead to successful learning
- Set high but achievable academic goals
- Refine and apply study skills to enhance success in more rigorous academic course work
- Continue to acquire effective time management, organizational, and study skills necessary for academic success
- Understand their individual learning styles to positively influence academic performance
- Utilize strategies to obtain academic help, including teacher and/or peer assistance, tutoring, and other study skills resources
- Develop self advocacy skills to become successful learners
- Use problem-solving and decision-making skills to enhance academic progress
- Review to-date academic performance and set a goal for improvement
- Identify any attitudes or behaviors that inhibit successful learning and use problem-solving and decision-making skills to respond appropriately

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

**A:B1 Improve Learning**
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner
A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
A:B2.2 Use assessment results in educational planning
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

PURPOSE
Students will know the variety of options available to them after high school, and how to prepare for and access those opportunities. The school-counseling program will provide all students with knowledge and assistance in developing and implementing an educational plan.

Students in Grades 6-8 will:
- Address the challenges experienced with the transition to middle school
- Begin to apply goal setting techniques and to identify appropriate strategies
- Select courses with a beginning awareness of long-term educational goals and to maximize academic achievement
- Establish challenging academic goals for middle and high school
- Develop and implement an annual plan of study to maximize academic ability and achievement
- Use decision-making strategies to establish an educational goal and to identify strategies for achieving it
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Apply knowledge of aptitudes and interests to educational goal setting
- Prepare for the transition to high school including exploring high school planning and how it impacts post-secondary options
- Develop an awareness of how educational planning impacts post-secondary options

Students in Grades 9-12 will:
- Address the challenges experienced with the transition to high school
- Use decision-making skills to establish educational goals and identify strategies for achieving them
- Develop, implement, and modify an appropriate four-year academic plan
- Continue to review and revise personal educational goals with an awareness of the future implications of one’s choices
- Demonstrate an understanding of personal educational goals and opportunities, and the importance of keeping a range of options available
- Research information about different colleges and other post-secondary options
- Understand the admissions process for colleges and other post-secondary institutions including academic and testing requirements
Understand financial aid requirements for colleges and other post-secondary institutions, how to access the various financial aid resources, and how to complete the application process

Identify post-secondary options consistent with interests, abilities, and academic achievement

**Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**
- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**PURPOSE:**
Students will understand the relationship of academics to the world of work. All students should have more successful lives if they are able to pursue careers that utilize their best personal qualities, skills, and educational training. The school counseling program will provide all students with knowledge and support in developing the academic and personal skills needed to make effective school to career choices.

Students in **Grades 6-8** will:
- Begin to understand the relationship between educational achievement and career success
- Begin to evaluate one’s academic and personal strengths and limitations and how they relate to various career paths
- Understand the importance of taking responsibility and accepting consequences for one’s actions
- Recognize the need for a healthy balance of studies, extracurricular activities, work, leisure time and family life

Students in **Grades 9-12** will:
- Demonstrate an understanding of the relationship between educational achievement and career success
- Identify and evaluate one’s academic and personal strengths and limitations and how they relate to various career paths
- Demonstrate an understanding of how interests, abilities, and achievement relate to achieving personal, educational, and career goals
- Understand the importance of taking responsibility and accepting consequences for one’s actions
- Understand the importance of good work habits, including self-motivation, confidence, and persistence, in both the world of academics and the world of work
- Understand that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life
- Understand the relationship between academic preparation (including extracurricular, volunteer, and work experiences) and career and educational opportunities
- Understand the relationship between various academic decisions and future career and educational opportunities
- Recognize the need for a healthy balance of studies, extracurricular activities, work, leisure time and family life

II: Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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

C:A1 Develop Career Awareness
   C:A1.1 Develop skills to locate, evaluate and interpret career information
   C:A1.2 Learn about the variety of traditional and nontraditional occupations
   C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
   C:A1.4 Learn how to interact and work cooperatively in teams
   C:A1.5 Learn to make decisions
   C:A1.6 Learn how to set goals
   C:A1.7 Understand the importance of planning
   C:A1.8 Pursue and develop competency in areas of interest
   C:A1.9 Develop hobbies and vocational interests
   C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness
   C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
   C:A2.2 Apply job readiness skills to seek employment opportunities
   C:A2.3 Demonstrate knowledge about the changing workplace
   C:A2.4 Learn about the rights and responsibilities of employers and employees
   C:A2.5 Learn to respect individual uniqueness in the workplace
   C:A2.6 Learn how to write a résumé
   C:A2.7 Develop a positive attitude toward work and learning
   C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
   C:A2.9 Utilize time- and task-management skills

PURPOSE
Students will understand the career opportunities available to them and will acquire the skills, attitudes and knowledge to enable them to make a successful transition from school to the world of work. The school-counseling program will provide all students with knowledge and support in career planning.
Students in **Grades 6-8** will:
- Begin to develop skills to locate, evaluate and interpret career information
- Begin to demonstrate knowledge of career exploration
- Identify personal preferences and interests influencing career choice and success
- Develop an awareness of the dignity of all careers and that all careers are appropriate to any gender or racial/ethnic group
- Develop an awareness of personal abilities, skills, interests, and motivations,
- Develop an understanding of the relationship between academic achievement and career success
- Learn to set goals and make decisions
- Develop an awareness of personal qualities and motivations

Students in **Grades 9-12** will:
- Locate, evaluate, and interpret career information
- Develop and demonstrate knowledge and skills in career planning and decision making
- Access information on job requirements, resume writing and the interview process
- Demonstrate an awareness of equal opportunities and access to traditional and non-traditional occupations in the changing workplace
- Identify personal skills, interests and abilities and match them with career choices and related career clusters
- Learn how to work effectively as a team member

**Career Development**

**Standard B**: Students will employ strategies to achieve future career goals with success and satisfaction.

**C:B1 Acquire Career Information**
- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio
**PURPOSE:**
Students will identify and develop strategies for successful career planning. The school counseling program will provide all students with the tools, resources and support to assist them in their self-directed career planning.

Students in **Grades 6-8** will:
- Begin to develop and demonstrate knowledge and skills in career planning and decision making
- Begin to actively participate in the career-planning process
- Begin to identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Begin to assess and modify their educational plan to support career goals
- Use the internet to access career planning information

Students in **Grades 9-12** will:
- Develop and demonstrate knowledge and skills in career planning and decision making
- Actively participate in the career-planning process
- Utilize information on job requirements, resume writing and the interview process
- Demonstrate an awareness of equal opportunities and access to traditional and non-traditional occupations in the changing workplace
- Identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Assess and modify their educational plan to support career goals
- Use the internet to access career planning information
- Create and maintain a career-planning portfolio
- Select courses to investigate and/or prepare for career interests
- Apply effective decision-making skills to course selection and career planning

**Career Development**
**Standard C:** Students will understand the relationship between personal qualities, education and training, and the world of work.

**C:C1 Acquire Knowledge to Achieve Career Goals**
- Understand the relationship between educational achievement and career success
- Explain how work can help to achieve personal success and satisfaction
- Identify personal preferences and interests influencing career choice and success
- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Describe the effect of work on lifestyle
- Understand the importance of equity and access in career choice
C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2 Apply Skills to Achieve Career Goals**
- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

**PURPOSE**

Students will recognize and develop their personal qualities, attributes and aptitudes for optimal success in their lives and careers. The school counseling program will provide all students with knowledge and support in developing the personal skills and training needed to make effective school to career choices.

Students in **Grades 6-8** will:
- Begin to identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Learn how to work effectively as a team member
- Recognize the connection between academic achievement and career opportunities
- Apply effective decision-making skills to academic and career planning

Students in **Grades 9-12** will:
- Identify personal skills, interests and abilities and match them with career choices and related career clusters
- Understand that career choices involve assessing lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Assess and modify their educational plan to support career goals
- Learn and apply academic and employment readiness skills in work-based learning situations such as jobs, internships, or mentoring experiences
- Learn how to work effectively as a team member
- Understand and apply conflict management skills in school and in the workplace
- Recognize the connection between academic achievement and career opportunities
- Apply effective decision-making skills to course selection and career planning
- Understand the importance of good work habits, including self-motivation, confidence, and persistence, in both the world of academics and the world of work
- Understand that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life

**III: Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.7 Recognize personal boundaries, rights and privacy needs
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

PURPOSE
Students will develop the interpersonal skills necessary to responsibly contribute to and effectively function in the community. The school-counseling program will provide all students with the opportunity to develop effective interpersonal skills and a positive attitude towards themselves and others in a diverse learning community.

Students in Grades 6-8 will:
- Demonstrate respect for others
- Demonstrate a respect and appreciation for individual and cultural differences,
- Identify personal strengths and assets
- Develop effective coping skills for dealing with problems, including learning how to access resources for support
- Develop a respect for alternative points of view,
- Demonstrate effective listening and communication skills
- Understand the need for self-control and how to practice it
- Develop good listening skills
- Develop effective communication skills
- Develop skills in resolving conflicts with peers and adults
- Identify personal strengths and assets
- Develop knowledge and understanding of alternative points of view
- Demonstrate respect for alternative points of view
Students in **Grades 9-12** will:

- Demonstrate respect for others
- Demonstrate an understanding of and an appreciation for the diversity that characterizes our society
- Develop and demonstrate independence, self-confidence, self-advocacy and resiliency as learners and members of society
- Use effective communication skills to express feelings and resolve conflicts
- Develop strategies and techniques for managing anger and stress, including maintaining self-control and accessing appropriate resources for support
- Understand the importance of taking responsibility and accepting consequences for one’s actions
- Understand that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life
- Work well with a diverse population and demonstrate the ability to compromise and solve problems in a mutually respectful manner
- Demonstrate effective listening, critical-thinking, and communication skills
- Develop healthy personal and professional relationships

**Personal/Social Development**

**Standard B:** Students will demonstrate the knowledge and skills necessary to make decisions, set goals, and take action to achieve goals.

**PS:B1 Self-knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**PURPOSE**

*Students will have the skills and knowledge necessary to make good decisions, set high goals, and take action to achieve those goals. The school counseling program will provide opportunities for all students to become informed about, practice, and discuss these skills as they apply to the academic, career, and personal/social domains.*

Students in **Grades 6-8** will:

- Learn that decisions and choices have consequences
- Use a decision-making and problem-solving model
- Identify short and long-term goals and strategies for achieving them
- Learn the concept of resiliency and the need to adapt to achieve personal goals
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Understand the consequences of decisions and choices

Students in **Grades 9-12** will:
- Develop and apply an effective decision-making and problem-solving model to a variety of situations
- Develop personal awareness of the relationship between personal/social goals, actions, and outcomes
- Describe and reflect on how one’s own thoughts or actions have resulted in specific outcomes
- Develop an action plan to set and achieve realistic goals
- Demonstrate effective time management and the ability to finish tasks
- Demonstrate the resiliency and adaptability needed to implement plans effectively

**Personal/Social Development**

**Standard C:** Students will understand safety and survival skills.

**PS:C1 Acquire Personal Safety Skills**
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

**PURPOSE**

*Students will have the skills and knowledge needed to prevent potential physical, personal, and emotional harm to themselves and others. The school-counseling program will build on interpersonal skills as they apply to enhancing personal safety and will also include programs that more specifically promote personal safety.*

Students in **Grades 6-8** will:
- Begin to understand how caring and kindness, showing respect, and acting with civility reduces conflict with others
- Differentiate between situations requiring peer support and situations requiring adult or professional assistance
- Begin to demonstrate skills for resisting negative peer pressure and influence
➢ Develop an understanding of the need for resisting negative peer pressure and influence
➢ Define bully, victim, and bystander behavior
➢ Develop personal awareness of one’s own behavior as a bully, victim, or bystander
➢ Identify effective strategies for responding to bullying/harassment as a bully, victim, or bystander
➢ Identify strategies for seeking assistance when harassed, bullied, or discriminated against at school
➢ Begin to demonstrate the ability to set boundaries and assert individual rights
➢ Understand how to set personal boundaries, assert individual rights, and protect personal privacy

Students in Grades 9-12 will:
➢ Demonstrate an understanding of the importance of caring for others, including showing respect, kindness and compassion, tolerance, and civility in reducing conflict with others,
➢ Employ effective skills for resisting negative peer pressure and influence
➢ Demonstrate the ability to seek assistance when harassed, bullied, or discriminated against at school and within the community
➢ Demonstrate understanding of the need to set personal boundaries and protect rights and personal privacy in the high school environment
➢ Continue to distinguish between appropriate and inappropriate physical contact
➢ Differentiate between situations requiring peer support and situations requiring adult professional help in the high school environment (e.g., substance abuse, mental health, etc.),
➢ Continue to demonstrate effective skills for resisting negative peer pressure and influence
➢ Develop knowledge of the expectations for caring for others, showing respect, kindness and compassion, tolerance, and civility at the high school level
Massachusetts Career Development Education (CDE) Benchmarks

The Massachusetts benchmarks are offered as guidelines for establishing career development programs that purposely link career development interventions to learner outcomes. In this way, they establish a common language and direction for CDE data collection, evaluation, and documentation of best practices. They are organized under three domains (academic/technical, personal/social, and workplace readiness) and examine maturity across four developmental levels: elementary, middle school, high school, and postsecondary.

In each career development domain, critical knowledge and skills are addressed. For example, in the academic/technical and workplace readiness development domains, computer skills for accessing information (i.e., information literacy) figure prominently. These skills are considered to be fundamental to reducing the current achievement gap at the high school and postsecondary levels. In the personal/social development domain, there is an emphasis on the development of such inter-personal workplace readiness skills and attitudes as teamwork, sociability, and negotiation.

Table 1: The Three Domains Defined

<table>
<thead>
<tr>
<th>Academic-Technical</th>
<th>Personal/Social</th>
<th>Workplace Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes English language arts, mathematics, foreign languages, the sciences, trades, technology, arts, and social sciences. Learning occurs most often through formalized instruction in classroom settings.</td>
<td>This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, teachers, and through self-exploration.</td>
<td>This domain refers to the development of knowledge, understanding, and skills necessary for navigating the workplace. It focuses on exploration, planning, decision-making, and information literacy and is supported by worked-based learning. Learning occurs most often through goal-oriented and project-based endeavors</td>
</tr>
</tbody>
</table>
Table 2: CDE Guide Benchmarks Summary

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will develop and demonstrate:</td>
<td></td>
</tr>
<tr>
<td>A1: 21st century academic, technical and employability skills for success in school and in the workplace</td>
<td>A1-1: Flexible, higher order thinking skills (e.g., project management, leadership, problem solving)</td>
</tr>
<tr>
<td></td>
<td>A1-2: Technical and technological skills (e.g., blueprint reading and computer software management)</td>
</tr>
<tr>
<td></td>
<td>A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)</td>
</tr>
<tr>
<td>A2: strong academic, technical, and employability skills for career and life management</td>
<td>A2-1: Communication and literacy skills for self-advocacy and presentation (e.g., college and job interviews)</td>
</tr>
<tr>
<td></td>
<td>A2-2: Mathematical life skills for time and money management</td>
</tr>
<tr>
<td></td>
<td>A2-3: Organizational skills for career and life management</td>
</tr>
<tr>
<td></td>
<td>A2-4: Critical thinking skills to use and evaluate information (e.g., evaluating credit card offers)</td>
</tr>
<tr>
<td></td>
<td>A2-5: Technical literacy for career and life management (e.g., online banking, managing FAFSA online)</td>
</tr>
<tr>
<td>A3: knowledge of how education and work are interrelated and contribute to the economy and society;</td>
<td>A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (e.g., outsourcing, medical research)</td>
</tr>
<tr>
<td></td>
<td>A3-2: Skills in researching and evaluating economic and societal information for career planning and career management</td>
</tr>
<tr>
<td>A4: an appreciation for the relevance of education in their lives (i.e., answering, &quot;Why do I need to know this?&quot;).</td>
<td>A4-1: Knowledge of the benefits of education for career and life management</td>
</tr>
<tr>
<td></td>
<td>A4-2: Knowledge of the benefits of education for personal and professional satisfaction</td>
</tr>
<tr>
<td></td>
<td>A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential</td>
</tr>
<tr>
<td>Learners will develop and demonstrate:</td>
<td></td>
</tr>
<tr>
<td>W1: knowledge and skills in the planning and decision-making process;</td>
<td>W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation)</td>
</tr>
<tr>
<td></td>
<td>W1-2: Knowledge of decision-making as a complex process</td>
</tr>
<tr>
<td></td>
<td>W1-3: Skills and strategies for effective decision-making (including rational, intuitive and consultative styles)</td>
</tr>
<tr>
<td></td>
<td>W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests</td>
</tr>
<tr>
<td></td>
<td>W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio)</td>
</tr>
<tr>
<td></td>
<td>W1-6: Skills to plan and navigate career transitions</td>
</tr>
<tr>
<td>W2: an exploratory attitude toward self, life and the world of work;</td>
<td>W2-1: Skills and attitudes for developing and maintaining the identity of a learner for life</td>
</tr>
<tr>
<td></td>
<td>W2-2: Knowledge of how and where to access career and labor market information</td>
</tr>
<tr>
<td></td>
<td>W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning</td>
</tr>
<tr>
<td>W3: workplace specific knowledge and skills for employability and career advancement;</td>
<td>W3-1: Knowledge of performance assessments measure learning and productivity</td>
</tr>
<tr>
<td></td>
<td>W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention</td>
</tr>
<tr>
<td></td>
<td>W3-3: Knowledge of risks and rewards of various careers</td>
</tr>
<tr>
<td></td>
<td>W3-4: Knowledge and skills necessary for employment, retention and advancement</td>
</tr>
<tr>
<td></td>
<td>W3-5: Knowledge of the transferability of skills and its value</td>
</tr>
<tr>
<td>W4: an awareness of social and cultural conditions that affect career decision-making and workplace success;</td>
<td>W4-1: Knowledge of the interrelationship of life roles</td>
</tr>
<tr>
<td></td>
<td>W4-2: Skills in managing competing life roles at home, school, work, and in the community</td>
</tr>
<tr>
<td></td>
<td>W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success</td>
</tr>
<tr>
<td>W5: knowledge of all aspects of an industry, service, trade or occupation.</td>
<td>W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations</td>
</tr>
<tr>
<td></td>
<td>W5-2: Knowledge of industries' role in local, national, and global arenas</td>
</tr>
<tr>
<td></td>
<td>W5-3: Skills to locate, understand, evaluate, and use safety information</td>
</tr>
<tr>
<td>Learners will develop and demonstrate:</td>
<td></td>
</tr>
<tr>
<td>PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility and self-direction;</td>
<td>PS1-1: Skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself)</td>
</tr>
<tr>
<td></td>
<td>PS1-2: Skills in relating individual learning styles, interests, values, and aptitudes to one's concept of self</td>
</tr>
<tr>
<td></td>
<td>PS1-3: Attitudes and skills for personal responsibility and self-determination</td>
</tr>
<tr>
<td></td>
<td>PS1-4: Skills in applying personal ethics in all settings</td>
</tr>
<tr>
<td>PS2: attitudes, behaviors, and interpersonal skills to work and relate effectively with others;</td>
<td>PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community</td>
</tr>
<tr>
<td></td>
<td>PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work, and in the community</td>
</tr>
<tr>
<td></td>
<td>PS2-3: Knowledge of and respect for individual differences</td>
</tr>
<tr>
<td></td>
<td>PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success</td>
</tr>
<tr>
<td>PS3: attitudes, behaviors and skills necessary for managing personal and environmental variables that impact career development;</td>
<td>PS3-1: Knowledge and skills in maintaining personal and psychological well-being (e.g., locating information, services, support; stress management skills)</td>
</tr>
<tr>
<td></td>
<td>PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work, and in the community (e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)</td>
</tr>
<tr>
<td>PS4: attitudes, behaviors and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work and in the community);</td>
<td>PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups (e.g., Gay Straight Alliance)</td>
</tr>
<tr>
<td></td>
<td>PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language, seeking balanced representation on group projects)</td>
</tr>
<tr>
<td>MA Career Development Education Benchmarks</td>
<td>Competencies</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Learners will develop and demonstrate:</td>
<td></td>
</tr>
<tr>
<td>A1: 21st century academic,</td>
<td>A1-1: Flexible, higher order thinking skills (e.g., project management, leadership, problem solving)</td>
</tr>
<tr>
<td>technical and employability skills</td>
<td>A1-2: Technical and technological skills (e.g., blueprint reading and computer software management)</td>
</tr>
<tr>
<td>for success in school and in the workplace;</td>
<td>A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A2: strong academic,</td>
<td>A2-1: Communication and literacy skills for self-advocacy and presentation (e.g., college and job interviews)</td>
</tr>
<tr>
<td>technical and employability skills</td>
<td>A2-2: Mathematical life skills for time and money management</td>
</tr>
<tr>
<td>for career and life management.</td>
<td>A2-3: Organizational skills for career and life management</td>
</tr>
<tr>
<td></td>
<td>A2-4: Critical thinking skills to use and evaluate information (e.g., evaluating credit card offers)</td>
</tr>
<tr>
<td></td>
<td>A2-5: Technical literacy for career and life management (e.g., online banking, managing FAFSA online)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*CAREER DEVELOPMENT EDUCATION: the array of educational assistance that students receive toward career development including formal and informal knowledge and information about educational and occupational demand, appropriate workplace behavior, necessary skills, education, experience, and aptitudes needed for specific industries and/or jobs.

CAREER: the sequence of occupations and other life roles that combine to express one’s commitment to work in the total pattern of self-development, including paid and unpaid positions and work-related roles such as student, family member and citizen.
<table>
<thead>
<tr>
<th>MA Career Development Education Benchmarks</th>
<th>Competencies</th>
<th>Domain Area</th>
<th>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will develop and demonstrate:</td>
<td>A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (e.g., outsourcing, medical research)</td>
<td>Academic-Technical Development</td>
<td>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</td>
</tr>
<tr>
<td>A3: knowledge of how education and work are interrelated and contribute to the economy and society</td>
<td>A3-2: Skills in researching and evaluating economic and societal information for career planning and career management</td>
<td>Arts Guiding Principle: Making connections among the arts and with arts resources in the community. (A3-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA General Standard: Deepen [one’s] understanding of a literary or non-literary work by relating it to its contemporary context or historical background. (A3-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Studies Theme: The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. (A3-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Core Concept: Formulating questions that can be addressed with data; collect, organize, display relevant data to answer them. (A3-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science and Technology/Engineering Core Concept: Drawing on skills, habits, and subject matter knowledge for informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (A3-2)</td>
<td></td>
</tr>
<tr>
<td>A4: an appreciation for the relevance of education in their lives (i.e., answering, “Why do I need to know this?”)</td>
<td>A4-1: Knowledge of the benefits of education for career and life management</td>
<td>Academic-Technical Development</td>
<td>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</td>
</tr>
<tr>
<td></td>
<td>A4-2: Knowledge of the benefits of education for personal and professional satisfaction</td>
<td>Arts Core Concept: Understand the value of reflection and critical judgment in creative work. (A4-1, A4-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential</td>
<td>ELA Guiding Principles: Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.) (A4-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foreign Language Core Concept: The invaluable acquisition of another language [and] educational benefits […] influencing our perception of the world around us and permanently enriching and enlarging or appreciation and understanding of ourselves and others. (A4-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Studies Theme: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (A4-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Core Concept: Formulating questions that can be addressed with data and collect, organize, and display relevant data to answer them. (A4-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science and Technology/Engineering’s Purpose: Drawing on these skills, habits, and subject matter knowledge for the informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (A4-2, A4-3)</td>
<td></td>
</tr>
<tr>
<td>MA Career Development Education Benchmarks</td>
<td>Competencies</td>
<td>Domain Area</td>
<td>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Learners will develop and demonstrate: W-1: knowledge and skills in the planning and decision-making process | W1-1: Skills in the planning process *(focusing on the importance of preparation and future orientation)* |  | **ELA Guiding Principles**: Strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. (W1-1, W1-3)  
**Health Guiding Principle**: Use fundamental health concepts to assess risks, to consider potential consequences, and to make health-enhancing decisions. (W1-3)  
**History and Social Studies General Economics Skill**: Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (W1-2; W1-4)  
**Mathematics Core Concepts**: (1) Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; (2) develop and evaluate inferences and predictions based on data. (W1-3, W1-6)  
**Science and Technology Engineering Guiding Principle**: Address students’ prior knowledge and misconceptions (i.e., to challenge inaccurate beliefs and redirect student learning along more productive routes.) (W1-3) |
| W2: an exploratory attitude toward self, life and the world of work; | W2-1: Skills and attitudes for developing and maintaining the identity of a learner, for life |  | **ELA Composition General Standard**: Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own questions. (W2-1, W2-2)  
**Mathematics Guiding Principle**: Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. (W2-1)  
**Science and Technology Engineering Guiding Principle**: Investigation, experimentation, and problem-solving are central to science and technology/engineering education. (W2-1, W2-3) |
| W3: workplace specific knowledge and skills for employability and career advancement. | W3-1: Knowledge of how performance assessments measure learning and productivity |  | **Arts Guiding Principle**: Making connections among the arts and with other disciplines within the core curriculum (W3-5)  
**History and Social Studies General Economics Skills**: (1) Describe how the earnings of workers are affected by the market value of the product produced and worker skills; (2) identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (W3-2, W3-3)  
**Mathematics and Science and Technology Engineering Guiding Principles**: Assessment of student learning takes many forms and serves to inform learning, guide instruction, and evaluate progress. (W3-1)  
**Science and Technology Engineering Core Concept**: Drawing on skills, habits, and subject matter knowledge for the informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (W3-4) |
The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks

<table>
<thead>
<tr>
<th>MA Career Development Education Benchmarks</th>
<th>Competencies</th>
<th>Domain Area</th>
<th>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will develop and demonstrate: W4: awareness of social and cultural conditions that affect career decision-making and workplace success;</td>
<td>W4-1: Knowledge of the interrelationship of life roles</td>
<td>Workplace Readiness Development</td>
<td><strong>ELA Guiding Principle:</strong> Respect for differences in home backgrounds [and] nurtur[ing] students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (W4-1, W4-3)</td>
</tr>
<tr>
<td></td>
<td>W4-2: Skills in managing competing life roles at home, school, work and in the community</td>
<td></td>
<td><strong>Health Guiding Principles:</strong> Work in a positive manner with families, school staff, peers, and community members to […] create a safe and supportive environment where individual similarities and differences are acknowledged. (W4-2)</td>
</tr>
<tr>
<td></td>
<td>W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success</td>
<td></td>
<td><strong>History and Social Studies Theme:</strong> The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries. (W4-1, W4-3)</td>
</tr>
<tr>
<td></td>
<td>W5: knowledge of all aspects of an industry, service, trade or occupation.</td>
<td>Workplace Readiness Development</td>
<td><strong>Arts Guiding Principles:</strong> Making connections among the arts […] and with arts resources in the community. (W5-2)</td>
</tr>
<tr>
<td></td>
<td>W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations</td>
<td></td>
<td><strong>Health Guiding Principles:</strong> Uses fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions. (PS1-1, PS1-2)</td>
</tr>
<tr>
<td></td>
<td>W5-2: Knowledge of industry’s role in local, national and global arenas</td>
<td></td>
<td><strong>History and Social Studies Theme:</strong> The growth and spread of free markets and industrial economies. (W5-2)</td>
</tr>
<tr>
<td></td>
<td>W5-3: Skills to locate, understand, evaluate and use safety information</td>
<td></td>
<td><strong>Health Guiding Principles:</strong> Uses fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions. (PS1-2)</td>
</tr>
</tbody>
</table>

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks

<table>
<thead>
<tr>
<th>MA Career Development Education Benchmarks</th>
<th>Competencies</th>
<th>Domain Area</th>
<th>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will develop and demonstrate: PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility and self-direction</td>
<td>PS1-1: Skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself)</td>
<td>Personal/Social Development</td>
<td><strong>Arts Core Concept:</strong> Expressing ideas and emotions that [one] cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. (PS1-1)</td>
</tr>
<tr>
<td></td>
<td>PS1-2: Skills in relating individual learning style, interests, values and aptitudes to one’s concept of self</td>
<td></td>
<td><strong>ELA Guiding Principles:</strong> (1) Building on the language, experiences, and interests that students bring to school; (2) developing each student’s distinctive writing or speaking voice; (3) Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.) (PS1-1, PS1-2)</td>
</tr>
<tr>
<td></td>
<td>PS1-3: Attitudes and skills, personal responsibility and self-determination</td>
<td></td>
<td><strong>Health Guiding Principles:</strong> (1) Healthy habits and behaviors for the individual and others; (2) Skills that assist students in understanding and communicating health information clearly for self-management and health promotion. (PS 1-1. PS1-3)</td>
</tr>
<tr>
<td></td>
<td>PS1-4: Skills in applying personal ethics in all settings</td>
<td></td>
<td><strong>Foreign Language Technology Competencies:</strong> (1) Identify ethical and legal behaviors when using technology and describe personal consequences of inappropriate use; (2) Practice responsible use of technology systems and software (3) Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society (PS1-4)</td>
</tr>
<tr>
<td></td>
<td>PS1-5: Skills in applying personal ethics in all settings</td>
<td></td>
<td><strong>Mathematics Guiding Principles:</strong> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. (PS1-2)</td>
</tr>
<tr>
<td>MA Career Development Education Benchmarks</td>
<td>Competencies</td>
<td>Domain Area</td>
<td>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PS2: Learners will develop and demonstrate: attitudes, behaviors and interpersonal skills to work and relate effectively with others;</td>
<td>PS2-1: Skills in interacting positively with others at home, at school, at work and in the community</td>
<td>PS2: Learners will develop and demonstrate: attitudes, behaviors and interpersonal skills to work and relate effectively with others;</td>
<td><strong>ELA Guiding Principles:</strong> Drawing on literature from many genres, time periods, and cultures; encouraging respect for differences in home backgrounds [and] nurturing students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (PS2-3)</td>
</tr>
<tr>
<td></td>
<td>PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work and in the community</td>
<td></td>
<td><strong>Foreign Language Core Concept:</strong> Influencing our perception of the world around us and permanently enriching and enlarging our appreciation and understanding of ourselves and others. (PS2-3, PS2-4)</td>
</tr>
<tr>
<td></td>
<td>PS2-3: Knowledge of and respect for individual differences</td>
<td></td>
<td><strong>Health Guiding Principle:</strong> Habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities. (PS2-1, PS 2-2)</td>
</tr>
<tr>
<td></td>
<td>PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success</td>
<td></td>
<td><strong>History and Social Studies Theme:</strong> The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (PS 2-3, PS2-4)</td>
</tr>
<tr>
<td>PS3: attitudes, behaviors and skills necessary for managing personal and environmental variables that impact career development;</td>
<td>PS3-1: Knowledge and skills for maintaining personal and psychological well-being (e.g., locating information, services, support; stress management skills)</td>
<td><strong>Science and Technology Guiding Principles:</strong> Collaboration in scientific and technological endeavors and communicating ideas. (PS2-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community (e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)</td>
<td></td>
<td><strong>Health Guiding Principles:</strong> (1) Using fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions; (2) Understand and communicate health information clearly for self-management and health promotion. (PS3-1)</td>
</tr>
<tr>
<td></td>
<td>PS3-3: Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language; seeking balanced representation on group projects)</td>
<td></td>
<td><strong>History and Social Studies Concepts:</strong> Distinguishing between long-term and short-term cause and effect relationships; distinguishing intended from unintended consequences. (PS3-1, PS3-2)</td>
</tr>
<tr>
<td>PS4: attitudes, behaviors, and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work and in the community).</td>
<td>PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups (e.g., Gay Straight Alliance)</td>
<td><strong>Mathematics Core Concepts:</strong> Developing and evaluating inferences and predictions based on data. (PS3-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language; seeking balanced representation on group projects)</td>
<td></td>
<td><strong>ELA Guiding Principle:</strong> Respect for differences in home backgrounds [and] nurturing students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (PS4-1)</td>
</tr>
<tr>
<td></td>
<td>PS4-3: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community (e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)</td>
<td></td>
<td><strong>History and Social Studies Theme:</strong> Recognize each person as an individual, encourage respect for human and civil rights of all people, emphasize student’s shared heritage as citizens, residents, and future citizens of the U.S. (PS4-1)</td>
</tr>
<tr>
<td></td>
<td>PS4-4: Knowledge of and respect for individual differences</td>
<td></td>
<td><strong>Health Guiding Principles:</strong> Work in a positive manner with families, school staff, peers, and community members to […] create a safe and supportive environment where individual similarities and differences are acknowledged. (PS4-2)</td>
</tr>
</tbody>
</table>
Professional Ethics

The field of school counseling is predicated on knowledge about and conscious use of professional ethical standards. The American School Counselor Association’s ethical standards are available at www.schoolcounselor.org.

School Counselor Performance Standards

The following school counselor performance standards, aligned with the ASCA National Model, reflect school counselors’ training, expertise and responsibilities. Under the Massachusetts Model, licensed school counselors are evaluated annually against these professional expectations that include standards for program implementation and evaluation. These standards can also be used by school counselors in the design and implementation of professional development plans and for self-evaluation. School counselors should work with administrators and other colleagues to design appropriate evaluation instruments that will address these standards, in compliance with district policies.

The professional school counselor is expected to:

Standard 1: Plan, organize and deliver the school counseling curriculum to:
- address the developmental needs of students while supporting the school mission
- support learning and close the student achievement gap
- foster a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with students, staff, parents/guardians, and community partners

Standard 2: Implement individual planning interventions in collaboration with partners (e.g., teachers, parents, mentors) to:
- develop students’ planning and decision making skills
- develop educational/career plans for students, individually and in groups
- promote accurate and appropriate interpretation of assessment data and relevant information

Standard 3: Provide responsive services in consultation with administrators, teachers and student support services and through referrals to external organizations/agencies to:
- address students’ identified needs and concerns individually and/or in small-group counseling
- involve parents/guardians, teachers, administrators and support services staff as needed
- use school and community agencies and organizations for providing long-term responsive and support services

Standard 4: Monitor student progress on a regular basis to:
- ensure equity in access and delivery
- modify or develop curriculum and interventions as needed
- track students’ progress with their education/career planning

Standard 5: Manage and use time effectively in order to:
- ensure adherence to a master calendar for program implementation
- distribute and post a calendar of events and services for timely access by students, parent/guardians, administrators and teachers

Standard 6: Collect and analyze school counseling data to:
- establish goals and activities that work to close the student achievement gap
- ensure that students are taking appropriate yet rigorous courses
- guide counseling program direction and emphases
- maximize use of counselors’ time
- measure results and disseminate outcome information
- plan for and improve program evaluation

**Standard 7: Encourage and provide system support to:**
- ensure that the school counseling program is meeting the needs of students and the school community
- support student achievement through collaboration with educational and community based programs
- obtain input from school administrators and staff in developing the counseling management system
- gain assistance and cooperation in carrying out program evaluations

**Standard 8: Communicate regularly with the school council and other school advisory committees to:**
- learn of the needs and concerns of constituent groups
- gain support for school counseling goals while learning how counselors can support the goals of other groups
- inform the council and other advisory committees of program features and services
- review the school improvement plan and provide input

**Standard 9: Conduct a yearly program audit to:**
- determine the degree to which the school counseling program is being implemented
- inform appropriate stakeholders of program results
- inform counseling staff of the need for modifications in the program and/or calendar

**Standard 10: Act as a student advocate, leader, collaborator and systems change agent to:**
- ensure support for all students achieving at the highest levels
- ensure equity in the delivery and access of the program
- advance the school’s and counseling department’s mission and goals