



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

SCHOOL COUNSELING

K-12 CURRICULUM MAP

JANUARY 2020

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Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

School Counseling Mission Statement

The mission of the Sweetwater County School District #1 School Counseling Program is to empower the whole person with skills to be lifelong learners; focusing on the support of academics, social/emotional wellbeing, career readiness and multicultural citizenship for all students.

Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the Curriculum Map

Purpose Statement identifies the purpose of a class and what is new or different at this level.

Purpose Statement:	Students will apply skills for learning, show positive interactions with peers and adults, and identify the feelings sad, happy, angry, and scared.
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Benchmark overall outcome for a unit

Benchmarks:

CNSL.K.1	Students will identify and demonstrate skills for learning.	Standard Reference
CNSL.K.1.1	Demonstrate whole body listening for seven consecutive minutes.	B-SS 1. B-SMS 2. B-LS 4.
CNSL.K.1.2	Follow directions with two or less prompts.	B-LS 3. B-SMS 2. B-LS 4.
CNSL.K.1.3	Use focus skills to attain to a task for seven consecutive minutes.	B-LS 3. B-LS 4. B-SMS 2. B-SMS 6.
CNSL.K.1.4	Use assertive skills to ask for help.	B-SS 8. B-SMS 7. B-SMS 1.

Learning Target Code

CNSL.K.1.3 = Subject area (Counseling)

CNSL.K.1.3 = Grade/course level

CNSL.K.1.3 = Benchmark

CNSL.K.1.3 = Learning target

Learning Targets are individual skills that lead up to achieving the benchmark.

American School Counselor Association Standard Reference

B-LS 4 = Category (Behavior)

B-LS 4 = Sub-category (Learning Strategies)

B-LS 4 = Standard

Curriculum at a Glance

Grade Level or Course	Purpose Statement
Kindergarten	Students will apply skills for learning, show positive interactions with peers and adults, and identify the feelings sad, happy, angry, and scared.
1st Grade	Students will show assertiveness, build stamina with skills for learning, and apply emotion management techniques.
2nd Grade	Students will define and show empathy in given scenarios, investigate character traits, apply positive thinking towards self, and apply a problem-solving model to analyze problems and develop solutions.
3rd Grade	Students will formulate a plan for conflict resolution, show confidence and perseverance when faced with challenging situations, demonstrate employability skills, and generate self-directed emotion management.
4th Grade	Students will take personal responsibility for their choices. Students will identify their character strengths and values to develop a positive self-concept for use in social interactions. Students will independently apply empathy and compassion when interacting with others, including those who are different from themselves.
5th Grade	Students will use coping, exploration, problem-solving, and communication skills. They will demonstrate emotional intelligence by respecting self and others.
6th Grade	Students will demonstrate characteristics of positive self-esteem and set goals despite setbacks or challenges. They will show empathic skills such as being non-judgmental, taking others' perspectives, be safe and communicate effectively on and offline with or without technology.
7th – 8th Grades	Students will show responsibility and independence by successfully accomplishing academic tasks and career exploration. Students will compare and contrast healthy and unhealthy relationships.
9th – 12th Grades	Students will successfully transition into high school, develop healthy behaviors and habits to remain enrolled and graduate, as well as develop a plan for post-graduation.

Kindergarten

Purpose Statement:	Students will apply skills for learning, show positive interactions with peers and adults, and identify the feelings sad, happy, angry, and scared.
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Benchmarks:

CNSL.K.1	Students will identify and demonstrate skills for learning.	Standard Reference
CNSL.K.1.1	Demonstrate whole body listening for seven consecutive minutes.	B-SS 1. B-SMS 2. B-LS 4.
CNSL.K.1.2	Follow directions with two or less prompts.	B-LS 3. B-SMS 2. B-LS 4.
CNSL.K.1.3	Use focus skills to attain to a task for seven consecutive minutes.	B-LS 3. B-LS 4. B-SMS 2. B-SMS 6.
CNSL.K.1.4	Use assertive skills to ask for help.	B-SS 8. B-SMS 7. B-SMS 1.

CNSL.K.2	Students will identify basic emotions, analyze clues in another person to name the appropriate feeling, and demonstrate three calming strategies.	Standard Reference
CNSL.K.2.1	Identify basic emotions of happy, sad, angry, scared.	M-1. B-SS 4.
CNSL.K.2.2	Identify physical clues within their own bodies and name the feeling that matches the clues.	M-1. B-SMS 2.
CNSL.K.2.3	Analyze another person's facial and body cues to identify the emotions happy, sad, angry, and scared.	B-SS 4. B-SS 9.
CNSL.K.2.4	Demonstrate three different calming strategies with adult prompting.	B-SMS 2. B-SMS 7.

CNSL.K.3	Students will show positive interactions with peers and adults.	Standard Reference
CNSL.K.3.1	Distinguish between appropriate and inappropriate interactions with peers and adults.	B-SS 1. B-SS 2. B-SS 3. B-SS 5. B-SS 9.

	CNSL.K.3.2	Demonstrate appropriate play with peers during unstructured time with adult support.	B-SS 2. B-SS 9.
	CNSL.K.3.3	Compare and contrast scenarios to categorize accidents versus intentional behavior.	B-LS 1. B-SS 5. B-SS 9.
	CNSL.K.3.4	Construct an apology appropriate for a given scenario.	B-LS 2. B-SMS 1. B-SS 1. B-SS 2. B-SS 5.
	CNSL.K.3.5	Demonstrate safe body (body to self) and predict possible consequences when being physically inappropriate.	B-LS 1. B-SMS 9. B-SS 5. B-SS 9.
	CNSL.K.3.6	List the steps of a problem solving model with adult support.	B-LS 1. B-SMS 1. B-SMS 9.

CNSL.K.4		Students will identify opportunities to support peers who are having strong feelings.	Standard Reference
	CNSL.K.4.1	Identify what uncomfortable feelings looks like on a friend	B-SS 4.
	CNSL.K.4.2	List caring acts that you can use when someone is having an uncomfortable feeling in a given scenario	B-SS 2. B-SS 4. B-SS 5.
	CNSL.K.4.3	Demonstrate caring acts that you can use when someone is having an uncomfortable feeling in a given scenario	B-SS 9.

CNSL.K.5		Students will identify bullying and name appropriate responses.	Standard Reference
	CNSL.K.5.1	List the components of bullying with adult prompting.	M-3.
	CNSL.K.5.2	Name two appropriate responses to bullying.	M-3. B-SMS 1. B-SS 5. B-SS 9.

CNSL.K.6		Students will identify what personal safety is and select appropriate responses in given situations.	Standard Reference
	CNSL.K.6.1	Distinguish between appropriate touch and inappropriate touch.	B-SMS 9.
	CNSL.K.6.2	Identify dangerous situations (e.g., abusive situations, crossing the street, getting lost.)	B-LS 1. B-LS 9. B-SMS 9. B-SS 8.
	CNSL.K.6.3	Name two appropriate responses to given scenarios.	M-3. B-SMS 1. B-SS 5. B-SS 9.

CNSL.K.7		Students will identify career aspirations and show positive teamwork skills.	Standard Reference
	CNSL.K.7.1	Use leadership and teamwork skills to work effectively in diverse teams.	B-SS 7.
	CNSL.K.7.2	Identify a career dream after being exposed to various careers.	M-1. M-4. B-LS 2. B-LS 7.

1st Grade

Purpose Statement:	Students will show assertiveness, build stamina with skills for learning, and apply emotion management techniques.
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Benchmarks:

CNSL.1.1	Students will demonstrate increased stamina with skills for learning.	Standard Reference
CNSL.1.1.1	Demonstrate whole body listening for ten or more consecutive minutes.	B-LS 4. B-SMS 2. B-SS 1.
CNSL.1.1.2	Follow a direction with one prompt.	B-LS 3. B-LS 4. B-SMS 2.
CNSL.1.1.3	Use focus skills to attain to a task for ten or more consecutive minutes.	B-LS 3. B-LS 4. B-SMS 2. B-SMS 6.
CNSL.1.1.4	Differentiate between quality work and poor quality work.	M-5. M-6. B-LS 6. B-SMS 1.

CNSL.1.2	Students will identify appropriate methods of communication and interactions with peers, and determine appropriate solutions to problems.	Standard Reference
CNSL.1.2.1	Distinguish between passive, aggressive, and assertive behavior.	B-LS 1. B-LS 9.
CNSL.1.2.2	Show assertive skills when presented with various scenarios.	B-LS 2. B-LS 4. B-SMS 1. B-SS 1. B-SS 8.
CNSL.1.2.3	Demonstrate appropriate play with peers during unstructured time independently.	B-LS 2. B-SMS 2. B-SMS 10. B-SS 2.
CNSL.1.2.4	Generate a list of characteristics of a good friend.	B-LS 1. B-LS 2. B-LS 9. B-SS 5.
CNSL.1.2.5	Use assertive skills to invite others to play when presented with a scenario.	B-LS 2. B-SMS 1.

			B-SS 1. B-SS 2. B-SS 4.
	CNSL.1.2.6	Use a problem solving model when presented with various scenarios with adult prompting.	B-LS 1. B-LS 2. B-LS 9. B-SMS 7. B-SS 5.

CNSL.1.3		Students will identify complex feelings and show appropriate emotion management.	Standard Reference
	CNSL.1.3.1	Identify emotions of disappointment, frustration, jealousy, worry.	M-1. B-SS 4.
	CNSL.1.3.2	Compare and contrast how people can have different feelings for the same scenario.	B-LS 1. B-LS 9. B-SS 4.
	CNSL.1.3.3	Demonstrate three different calming strategies independently.	B-SMS 2. B-SMS 7.

CNSL.1.4		Students will identify opportunities to support peers who are having strong feelings.	Standard Reference
	CNSL.1.4.1	Identify what uncomfortable feelings looks like on a friend	B-SS 4.
	CNSL.1.4.2	List caring acts that you can use when someone is having an uncomfortable feeling in a given scenario	B-SS 2. B-SS 4. B-SS 5.
	CNSL.1.4.3	Demonstrate caring acts that you can use when someone is having an uncomfortable feeling in a given scenario	B-SS 9.

CNSL.1.5		Students will demonstrate appropriate responses to bullying.	Standard Reference
	CNSL.1.5.1	Distinguish bullying verses rude/mean behavior when given scenarios.	M-3. B-LS 1. B-LS 9.
	CNSL.1.5.2	Produce two appropriate responses to bullying (e.g., report, walk away from the situation, self-advocate).	M-3. B-SMS 1. B-SS 5. B-SS 9.
	CNSL.1.5.3	Describe characteristics of a positive bystander.	B-SS 2. B-SS 4.

			B-SS 5. B-SS 8.
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CNSL.1.6		Students will identify a trusted adult to report safety concerns.	Standard Reference
	CNSL.1.6.1	Name a trusted adult to report concerns about inappropriate touch.	B-SMS 9. B-SS 8.
	CNSL.1.6.2	Name a trusted adult to report concerns about personal safety.	B-SMS 9. B-SS 8.

CNSL.1.7		Students will identify personal strengths and report different jobs.	Standard Reference
	CNSL.1.7.1	List personal strengths.	M-2.
	CNSL.1.7.2	Name different jobs.	M-4. M-6.

2nd Grade

Purpose Statement:	Students will define and show empathy in given scenarios, investigate character traits, apply positive thinking towards self, and apply a problem-solving model to analyze problems and develop solutions.
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Benchmarks:

CNSL.2.1	Students will define and show empathy in given scenarios.	Standard Reference
CNSL.2.1.1	Define the terms empathy and kindness.	B-SS 4.
CNSL.2.1.2	Define the term compassion.	B-SS 4.
CNSL.2.1.3	Identify and demonstrate empathy and compassion when given scenarios.	B-SS 9.

CNSL.2.2	Students will apply coping strategies for emotion management, and be able to engage in and analyze a situation using a problem-solving model.	Standard Reference
CNSL.2.2.1	Investigate self-calming/coping strategies that are effective for the individual based on the intensity of the feeling.	B-SMS 2.
CNSL.2.2.2	Apply self-calming strategies when given scenarios involving uncomfortable situations.	B-SMS 7.
CNSL.2.2.3	List the steps in a problem solving model independently.	B-SS 5. B-SMS 3.
CNSL.2.2.4	Demonstrate effective coping skills when given a problem scenario.	B-SMS 7. B-SS 5.

CNSL.2.3	Students will investigate personal character traits to identify strengths and how they will help them to be successful in school and in relationships and apply positive thinking towards self.	Standard Reference
CNSL.2.3.1	Define and describe a variety of character traits.	M-1.
CNSL.2.3.2	Create positive and supportive relationships with other students.	B-SS 2.
CNSL.2.3.3	Identify personal character strengths and evaluate the traits in relation to how they will help them be successful.	M-2. M-3. M-5.
CNSL.2.3.4	Demonstrate perseverance to work towards long-term and short-term academic and career goals.	B-LS 7. B-SMS 5.

			M-4. M-6.
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CNSL.2.4	Students will show empathy and compassion to support themselves and peers when they are having strong feelings. Students will identify when to report concerns for strong feelings verses when to support self and peers.	Standard Reference
CNSL.2.4.1	Identify what uncomfortable feelings look like for self and others.	B-SS 4.
CNSL.2.4.2	Demonstrate compassion to help self and others when experiencing uncomfortable feelings.	B-SS 2. B-SS 4. B-SS 5.
CNSL.2.4.3	Identify when to report to an adult and when to help self and others with uncomfortable feelings when given scenarios.	B-SS 5. B-SS 9.

CNSL.2.5	Students will demonstrate appropriate responses to bullying when in the different roles.	Standard Reference
CNSL.2.5.1	Identify the roles of individuals in a bullying situation.	B-LS 1. B-LS 9.
CNSL.2.5.2	Decide what action to take depending on which role of a situation they are facing.	M-1. B-SS 2. B-SS 9.
CNSL.2.5.3	Demonstrate assertive skills when given scenarios from the perspective of the victim.	B-SMS 1. B-SS 1.
CNSL.2.5.4	Demonstrate assertive skills when given scenarios from the perspective of the bystander.	B-SMS 1. B-SS 1.

3rd Grade

Purpose Statement:	Students will formulate a plan for conflict resolution, show confidence and perseverance when faced with challenging situations, demonstrate employability skills, and generate self-directed emotion management.
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Benchmarks:

CNSL.3.1		Students will identify long-term and short-term academic and career goals, and demonstrate confidence and perseverance to work towards identified goals.	Standard Reference
	CNSL.3.1.1	List long-term and short-term academic and career goals.	M-4. B-LS 7.
	CNSL.3.1.2	Write a plan for accomplishing academic and career goals.	M-4 B-LS 1. B-LS 2. B-LS 7.
	CNSL.3.1.3	Demonstrate perseverance to work towards long-term and short-term academic and career goals.	M-6. B-LS 4. B-LS 7. B-SMS 5.
	CNSL.3.1.4	Show confidence with identified character strengths.	M-2.
	CNSL.3.1.5	Use perseverance and confidence to accomplish task completion when presented with challenging coursework.	M-6. B-LS 3. B-SMS 4.

CNSL.3.2		Students will generate self-directed emotion management.	Standard Reference
	CNSL.3.2.1	Identify when they experience strong feelings as a result of someone else's actions.	M-1. B-SS 9.
	CNSL.3.2.2	Identify when they experience strong feelings as a result of disappointment.	M-1. B-SS 9.
	CNSL.3.2.3	Determine when they are experiencing anxious feelings based on physical and situational clues.	M-1. B-SS 9.
	CNSL.3.2.4	Demonstrate calming down skills independent when experiencing strong feelings.	M-1. B-SMS 2. B-SS 9.

CNSL.3.3		Students will demonstrate various conflict resolution strategies and problem solving skills for successful peer interactions.	Standard Reference
	CNSL.3.3.1	Identify cooperative behavior when given scenarios.	B-SS 2. B-SS 6.
	CNSL.3.3.2	Demonstrate positive cooperation skills when working with a group.	B-SS 2. B-SS 6. B-SS 7. B-SS 9.
	CNSL.3.3.3	Show assertive communication skills when resolving disagreements with a group.	B-SS 2. B-SS 6. B-SS 7. B-SS 9.
	CNSL.3.3.4	Construct assertive responses to accusations.	B-SS 2. B-SS 6. B-SS 7. B-SS 9 .
	CNSL.3.3.5	Complete a problem solving model independently when given a scenario.	B-SS 2. B-SS 6. B-SS 7. B-SS 9.
	CNSL.3.3.6	Compare and contrast whether a scenario is a disagreement or conflict.	B-SS 2. B-SS 9.

CNSL.3.4		Students will show empathy and compassion to support themselves and peers when they are having strong feelings. Students will identify when to report concerns for strong feelings verses when to support self and peers.	Standard Reference
	CNSL.3.4.1	Identify what uncomfortable feelings look like for self and others.	B-SS 4.
	CNSL.3.4.2	Demonstrate compassion to help self and others when experiencing uncomfortable feelings.	B-SS 2. B-SS 4. B-SS 5.
	CNSL.3.4.2	Identify when to report to an adult and when to help self and others with uncomfortable feelings when given scenarios.	B-SS 5. B-SS 9.

CNSL.3.5		Students will synthesize what bullying is, what to do if you experience it, and the ways they plan on making a difference.	Standard Reference
	CNSL.3.5.1	Brainstorm the ways students plan on making a difference with bullying.	M-3. B-SMS 9. B-SS 4. B-SS 9.
	CNSL.3.5.2	Create a product that demonstrates what bullying is and what to do when experiencing it, and ways to make a difference (e.g., skit, scenario, poster, powerpoint, song).	M-3. B-SMS 9. B-SS 4. B-SS 9. B-LS 2.

CNSL.3.6		Students will show characteristics for success in the workplace.	Standard Reference
	CNSL.3.6.1	List characteristics for success (e.g., punctual, hygienic, organized, positive attitude, work completion) in the workplace.	M-5. M-6. B-LS 3. B-LS 4.
	CNSL.3.6.2	Demonstrate employability skills (e.g., punctual, hygienic, organized, positive attitude, work completion).	M-5. M-6. B-LS 3. B-LS 4. B-LS 6.

4th Grade

Purpose Statement:	Students will take personal responsibility for their choices. Students will identify their character strengths and values to develop a positive self-concept for use in social interactions. Students will independently apply empathy and compassion when interacting with others, including those who are different from themselves.
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Benchmarks:

CNSL.4.1		Students will identify their character strengths and values to develop a positive self-concept for use in social interactions.	Standard Reference
	CNSL.4.1.1	Identify personal values and character strengths.	M-1. M-5.
	CNSL.4.1.2	Determine how personal values and strengths connect with making and maintaining positive social relationships.	B-SS 2. M-5.

CNSL.4.2		Students will independently apply empathy and compassion when interacting with others, including those who are different from themselves.	Standard Reference
	CNSL.4.2.1	Discuss similarities and differences among individuals (including social and cultural differences).	B-SS 4.
	CNSL.4.2.2	Independently demonstrate empathy and compassion when noticing differences.	B-SS 2. B-SS 5. B-SS 9.
	CNSL.4.2.3	Demonstrate handling negative feedback.	B-SS 2. B-SS 4. B-SS 6. B-SS 8.

CNSL.4.3		Students will demonstrate the ability to take personal responsibility for their choices.	Standard Reference
	CNSL.4.3.1	Demonstrate the ability to assume responsibility.	B-SMS 1.
	CNSL.4.3.2	Analyze individual situations and determine the cause and effect of the outcome.	B-SMS 10.

CNSL.4.4		Students will show empathy and compassion to support themselves and peers when they are having strong feelings. Students will identify two trusted adults in both the school and home settings.	Standard Reference
	CNSL.4.4.1	Identify what uncomfortable feelings look like for self and others using action clues	B-SS 4.
	CNSL.4.4.2	Identify three self-care strategies that can be used when experiencing strong feelings.	B-SS 2. B-SS 4. B-SS 5.
	CNSL.4.4.3	Students will define depression and distinguish between depression and feeling sad.	
	CNSL.4.4.4	Identify two trusted adults to report concerns to in both the home and school settings.	B-SS 5. B-SS 9.

CNSL.4.5		Students will compare and contrast different types of bullying.	Standard Reference
	CNSL.4.5.1	Generate a list of types of bullying.	B-SMS 9.
	CNSL.4.5.2	Discuss the intensity of harm between the types (e.g., cyberbullying intensifying in harm).	B-LS 1. B-LS 9.
	CNSL.4.5.3	Devise personal safety plans.	B-LS 7.
	CNSL.4.5.4	Plan how to handle cyberbullying.	B-LS 5. B-LS 7.

CNSL.4.6		Students will demonstrate various conflict resolution strategies and problem solving skills for successful peer interactions.	Standard Reference
	CNSL.4.6.1	Identify cooperative behavior when given social scenarios.	B-SS 2. B-SS 6.
	CNSL.4.6.2	Demonstrate positive cooperation skills when working with a group.	B-SS 2. B-SS 6. B-SS 7. B-SS 9.
	CNSL.4.6.3	Show assertive communication skills when resolving social disagreements given scenarios.	B-SS 2. B-SS 6. B-SS 7. B-SS 9.
	CNSL.4.6.4	Construct assertive responses to accusations.	B-SS 2. B-SS 6.

			B-SS 7. B-SS 9 .
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CNSL.4.5	Students will decide how personal interests, values and beliefs relate to specific careers.	Standard Reference
	CNSL.4.5.1 Analyze individual interests in connection to career fields.	B-LS 1. B-LS 4.

5th Grade

Purpose Statement:	Students will use coping, exploration, problem-solving, and communication skills. They will demonstrate emotional intelligence by respecting self and others.
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Benchmarks:

CNSL.5.1	Students will demonstrate empathy and respect for self and others. They will use various coping skills to help manage and regulate emotion.	Standard Reference
CNSL.5.1.1	Describe empathy and consider another's perspective.	B-SS 2. B-SS 3. B-SS 4.
CNSL.5.1.2	Demonstrate age appropriate boundaries by showing self-control and discipline.	B-SMS 2. B-SS 9. M-1.
CNSL.5.1.3	Demonstrate ethical decision making by respecting differences and disagreeing respectfully.	B-SS 4. B-SS 5. B-SS 6. B-SS 8. M-5.
CNSL.5.1.4	Use various coping skills (e.g., belly-breathing, counting, positive self-talk) to help navigate emotion.	B-SMS 2. B-SMS 7. B-SMS 10. B-SS 9.
CNSL.5.1.5	Demonstrate warning signs of depression and suicide, and how to report them.	B-SMS 9. B-SMS 7. B-SS 5. M-1.

CNSL.5.2	Students will accept setbacks and formulate solutions using problem solving and effective communication skills.	Standard Reference
CNSL.5.2.1	Accept mistakes as part of the learning process. Remain self-motivated in challenging coursework and persevere through barriers.	B-LS 4. B-LS 8. B-SMS 5. B-SMS 6. M-5.
CNSL.5.2.2	Formulate options/ideas by critically thinking through a problem and selecting an ethically appropriate solution.	B-LS 1. B-SMS 10. B-SS 5.

CNSL.5.3		Students will verify interests and show critical thinking to make informed decisions.	Standard Reference
	CNSL.5.3.1	Illustrate critical thinking to make informed decisions that yield long and short term success.	B-LS 1. B-SMS 4. B-SMS 5.
	CNSL.5.3.2	Start to verify their unique interests through creativity and extracurricular exploration.	B-LS 2. B-LS 10.

6th Grade

Purpose Statement:	Students will demonstrate characteristics of positive self-esteem and set goals despite setbacks or challenges. They will show empathic skills such as being non-judgmental, taking others' perspectives, be safe and communicate effectively on and offline with or without technology.
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Benchmarks:

CNSL.6.1	Students will demonstrate empathy and healthy social maturity by understanding themselves in regards to others.	Standard Reference
CNSL.6.1.1	Show empathy by considering how students impact others.	B-SS 2. B-SS 3. B-SS 4. M-1. M-3.
CNSL.6.1.2	Explain the mechanism of peer pressure and how to manage it. (also taught in DARE)	B-LS 1. B-SMS 2. B-SMS 9. M-3.
CNSL.6.1.3	Identify positive and negative self-talk, and determine advocacy skills to promote positive self-esteem.	B-SMS 10. B-SS 8. M-1.
CNSL.6.1.4	Show self-awareness and how decisions affect others by using self-discipline, ability to delay gratification, and social maturity.	B-SMS 2. B-SMS 4. B-SS 9.

CNSL.6.2	Students will accept setbacks, persevere through challenges, effectively communicate, and apply social responsibility in person and online.	Standard Reference
CNSL.6.2.1	Accept mistakes as part of the learning process. Students will remain self-motivated in challenging coursework and persevere through barriers taking pride in their achievements.	B-LS 4. B-LS 6. B-LS 8. B-SMS 5. B-SMS 6. M-2.

CNSL.6.3	Students will explore options for their future, create goals, and assume responsibility.	Standard Reference
CNSL.6.3.1	Create long and short term goals (e.g., academic, career, emotional) for success.	B-LS 7. M-4. M-6.

	CNSL.6.3.2	Research post-secondary options and requirements and establish at least one future goal.	B-LS 9.
	CNSL.6.3.3	Assume responsibility and evaluate how current decisions will impact future opportunities.	B-SMS 1. B-SMS 3. B-SMS 8. M-1. M-2. M-4.

CNSL.6.4		Determine how to respond to suicide ideation for self and others.	Standard Reference
	CNSL.6.4.1	Recognize social and emotional difficulty.	B-SMS 9. B-LS 9.
	CNSL.6.4.2	Identify depression or suicide ideation, with self and others.	B-SMS 7. B-LS 9.
	CNSL.6.4.3	Report suicide ideation.	B-SS 5. B-SS 2. B-SS 3.

7th – 8th Grades

Purpose Statement:	Students will show responsibility and independence by successfully accomplishing academic tasks and career exploration. Students will compare and contrast healthy and unhealthy relationships.
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Benchmarks:

CNSL.JH.1	Students will discuss consequences of their behaviors, and demonstrate organization and time management skills.	Standard Reference
CNSL.JH.1.1	Discuss how behaviors have positive or negative consequences.	B-LS 1. M-5.
C.2NSL.JH.2	Demonstrate organization skills and time management skills.	M-6. B-LS 3. B-SMS 3.
CNSL.JH.1.3	Determine the outcome for attending school.	M-6. B-LS 4.

CNSL.JH.2	Students will investigate a career pathway to select and design a career-focused project. Note: This information is presented by 8th grade math teachers and supported by counselors.	Standard Reference
CNSL.JH.2.1	Discuss career pathways.	M-4.
CNSL.JH.2.2	Interpret career interest survey results.	M-5. B-LS 1.
CNSL.JH.2.3	Examine career pathways based on results from career interest.	B-SMS 5.
CNSL.JH.2.4	Create a career portfolio to include career pathway, education and financial requirements.	B-LS 7.

CNSL.JH.3	Students will show empathy, build healthy relationships with self and others. Students will describe how to manage conflicts.	Standard Reference
CNSL.JH.3.1	Compare and contrast healthy and unhealthy relationships.	B-SS 3. B-SS 9.
CNSL.JH.3.2	Build empathy by demonstrating positive attitudes towards self, others, and school environment. (e.g., Kindness project, suicide prevention, technology appropriateness, bystander awareness).	B-SS 4. M-3. B-SS 8.

	CNSLJH.3.3	Use decision-making to manage conflicts.	B-SMS 10. M-5. B-SMS 7.
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CNSLJH.4		Determine how to respond to suicide ideation for self and others.	Standard Reference
	CNSLJH.4.1	Recognize social and emotional difficulty.	B-SMS 9. B-LS 9.
	CNSLJH.4.2	Identify depression or suicide ideation, with self and others.	B-SMS 7. B-SS 2.
	CNSLJH.4.3	Reporting suicide ideation.	B-SS 5. B-SS 3.

9th – 12th Grades

Purpose Statement:	Students will successfully transition into high school, develop healthy behaviors and habits to remain enrolled and graduate, as well as develop a plan for post-graduation.
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Benchmarks:

CNSL.HS.1	Students will utilize school personnel to cope with issues and create positive and supportive relationships with others.	Standard Reference
CNSL.HS.1.1	Demonstrate coping skills when faced with a problem by utilizing school personnel.	B-SMS 7. M-3.
CNSL.HS.1.2	Create positive and supportive relationships with others.	B-SS 2. B-SS 3.

CNSL.HS.2	Students will successfully manage their transition into high school and achieve the necessary requirements for graduation.	Standard Reference
CNSL.HS.2.1	Use effective collaboration and cooperation skills when interacting with others.	B-SS 6.
CNSL.HS.2.2	Demonstrate advocacy skills and ability to assert self, when necessary.	B-SS 8.
CNSL.HS.2.3	Identify long and short term academic, career and social/emotional goals.	B-LS 7. M-2.
CNSL.HS.2.4	Demonstrate ability to assume responsibility.	B-SMS 1
CNSL.HS.2.5	Actively engage in challenging and high stake tests for career/college readiness.	B-LS 8.
CNSL.HS.2.6	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	B-SMS 10.
CNSL.HS.2.7	Participate in enrichment and extracurricular activities.	B-LS 10.
CNSL.HS.2.8	Gather evidence and consider multiple perspectives to make informed decisions.	B-SMS 1.
CNSL.HS.2.9	Demonstrates critical-thinking skills to make informed decisions.	B-LS 1.

CNSL.HS.3	Students will utilize skills to be successful in class, school, and extracurricular activities.	Standard Reference
CNSL.HS.3.1	Make informed decisions to remain eligible for school sanctioned activities.	B-LS 1. M-3.
CNSL.HS.3.2	Create positive and supportive relationships with other students and adults.	B-SS 1. B-SS 3. M-3.

CNSL.HS.4	Students will develop a post high school plan. Students will gather evidence and consider multiple perspectives to make informed decisions and demonstrate perseverance to achieve long and short-term goals.	Standard Reference
CNSL.HS.4.1	Use an evaluative tool (e.g., high stakes test, interest inventory) to determine post-secondary options.	B-SMS 4. M-4.
CNSL.HS.4.2	Explore and analyze post-secondary options (e.g., military, careers, colleges, tech schools) to make an informed decision about next steps.	B-SMS-5. M-4.
CNSL.HS.4.3	Create post-secondary goals.	B-LS 7. M-4.
CNSL.HS.4.4	Research requirements to attain post-secondary goals.	B-LS 7. M-4.
CNSL.HS.4.5	Meet requirements to attain post-secondary goals (i.e. graduate).	B-LS 7. B-LS 9. M-4.

CNSL.HS.5	Students will balance school, home, and community activities.	Standard Reference
CNSL.HS.5.1	Set high standards of quality.	B-LS 6.
CNSL.HS.5.2	Demonstrate social maturity and behaviors appropriate to the situation and environment.	B-SS 9.
CNSL.HS.5.3	Demonstrate the ability to assume responsibility.	B-SMS 1.
CNSL.HS.5.4	Work cooperatively with others.	B-SMS 8. B-SS 6.
CNSL.HS.5.5	Demonstrate the ability to balance school, home and community activities.	B-SMS 8.

CNSL.HS.6		Students will evaluate situations and respond responsibly to suicide ideation for self and others.	Standard Reference
	CNSL.HS.6.1	Recognize social and emotional difficulty.	B-SMS 9.
	CNSL.HS.6.2	Identify depression or suicide ideation, with self and others.	B-SS 4. B-SMS 7.
	CNSL.HS.6.3	Report suicide ideation.	B-SS 5.

Appendix A

Sweetwater County School District #1
Pacing Guide

Grade/Course:		Teacher:	
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Code	Benchmark	Time Frame	Assessment Period			
			1	2	3	4

Appendix B

Instructional Planning Resource

School:		Teacher:	
Subject/Course:		Time required:	

Benchmark:		
Learning Target:	Standard Reference:	
	Tech Standard Reference:	
	Cross-Curricular Standard Reference:	
Formative Assessment: <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance		
Criterion:		

Context (Relevancy) :		
Teacher Methods	Student Activities	Resources
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Intervention	Enrichment

Appendix C

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards		
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	