MONROE SCHOOL DISTRICT #1J   CODE:  IJ-AR-3
              APPROVED: 05/12/97
              REVISED:
              REVIEWED: 05/14/07

## Middle School Guidance and Counseling Program  Grades 4 - 8

The use of this guide will provide school counselors with a tool that outlines steps to be taken to establish a comprehensive school counseling program.  It calls for school counselors to play a leadership role in the educational development of students through an approach that includes planning, implementing, and maintaining a comprehensive school counseling program.

Middle School Student Competencies  Grades 4-8

The comprehensive counseling program includes counselor directed classroom, group and individual student activities.

| Goals | Student Learnings: |
|---|---|
| Self Evaluation | Information about self. <br> Accept increased responsibility for own actions. <br> Develop skills and interpersonal relations. |
| Citizenship | Decision making <br> Information about self <br> Understand educational opportunities and alternatives. <br> Establish tentative career and educational goals. <br> Accept increased responsibility for own actions. <br> Develop skills and interpersonal relations. <br> Utilize school and community resources. |
| Program Planning | Decision making <br> Information about self <br> Understand educational opportunities and alternatives. <br> Establish tentative career and educational goals. <br> Accept increased responsibility for own actions. <br> Develop skills and interpersonal relations. <br> Utilize school and community resources. |
| Conflict Resolution and Peer Mediation | Decision making <br> Information about self. <br> Accept increased responsibility for own actions. <br> Develop skills and interpersonal relations. |
| Community Bonding | Understand educational opportunities and alternatives. <br> Establish tentative career and educational goals. <br> Develop skills and interpersonal relations. |

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| Student Council | Decision making<br>Understand educational opportunities and alternatives.<br>Accept increased responsibilities for own actions.<br>Develop skills and interpersonal relations. |
| Special Services - Health,<br>Youth Services Team,<br>Behavior Specialist,<br>HLAY 2000 | Utilize school and community resources. |
| Individual Counseling | Decision making<br>Information about self<br>Understand educational opportunities and alternatives.<br>Establish tentative career and educational goals.<br>Accept increased responsibility for own actions.<br>Develop skills and interpersonal relations.<br>Utilize school and community resources. |

Fourth Grade Student Competencies

| Personal/Social Goals | The Student Will: |
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| Gaining Self-Awareness | Analyze how characteristics and traits develop. |
| Developing Positive Attitudes | Recognize that they are important to themselves and others. |
| Making Healthy Choices | Describe ways their bodies are special. |
| Respecting Others | Describe and appreciate differences in others in terms of interests, aptitudes, abilities, and achievements. |
| Gaining Responsibility | Describe their responsibilities as students. |
| Developing Relationship Skills | Evaluate how what they say affects others actions and how what others say affect their actions. |
| Resolving Conflicts | Describe methods that lead to effective cooperation with children and adults. |
| Making Effective Decisions | Describe why they might want to change a decision and recognize when it is or is not possible to change. |

| Educational Goals | The Student Will: |
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| Applying Effective Study Skills | Describe why listening is important in learning. |
| Setting Goals | Learn to set short-term educational goals. |
| Learning Effectively | Recognize that people learn in different ways. |
| Gaining Test Taking Skills | Describe things they can learn about themselves from taking a test. |

| Career Goals | The Student Will: |
|---|---|
| Forming a Career Identity | Discuss the changing nature of work for women and men. |
| Planning for the Future | Imagine what their lives might be like in the future. |
| Combating Career Stereotyping | Define the meaning of "stereotypes" and indicate how stereotypes affect them. |
| Analyzing Skills and Interests | Recognize different methods of evaluating "progress." |

Fifth Grade Student Competencies

| Personal/Social Goals | The Student Will: |
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| Gaining Self-Awareness | Specify personal characteristics they value. |
| Developing Positive Attitudes | Define "values" and describe their own. |
| Making Healthy Choices | Determine situations that produce unhappy, angry, or anxious feelings and describe how they deal with these feelings. |
| Respecting Others | Specify personal characteristics they value in others. |
| Gaining Responsibility | Describe ways to express feelings in a socially acceptable manner. |
| Developing Relationship Skills | Recognize cultural differences and describe ways to accept these differences. |
| Resolving Conflicts | Evaluate ways others listen and express thoughts and feelings to them. |

| Making Effective Decisions | Apply a decision-making process. |
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| Educational Goals | The Student Will: |
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| Applying Effective Skills | Recognizing the importance of completing assignments. |
| Setting Goals | Value of learning both in and out of school. |
| Learning Effectively | Recognize differences in the way they learn for different subjects, settings, and objectives. |
| Gaining Test Taking Skills | Describe how they prepare for tests. |

| Career Goals | The Student Will: |
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| Forming a  Career Identity | Define lifestyle and discuss what influences it. |
| Planning for the Future | Imagine what they would like to be doing in fifteen years. |
| Combating Career Stereotyping | Describe stereotypes that are associated with certain jobs. |
| Analyzing Skills and Interests | Describe the meaning of "value" and how values influence goals. |

Sixth Grade Student Competencies

| Personal/Social Goals | The Student Will: |
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| Gaining Self-Awareness | Analyze how abilities change and how they can be expanded. |
| Developing Positive Attitudes | Analyze how their attitudes influence what they do. |
| Making Healthy Choices | Understand what "stress" means and describe methods for handling stress. |
| Respecting Others | Recognize differences in others and evaluate their own effect on others. |
| Gaining Responsibility | Describe how their responsibilities have changed since childhood. |
| Developing Relationship Skills | Apply problem-solving skills to conflict situations. |

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| Resolving Conflicts | Use appropriate nonverbal communication. |
| Making Effective Decisions | Recognize how school decisions influence them. |

| Educational Goals | The Student Will: |
| Applying Effective Study Goals | Learn to assert themselves by asking questions. |
| Setting Goals | Evaluate how parents' goals influence them. |
| Learning Effectively | Describe how to design study areas at home. |
| Gaining Test Taking Skills | Review memory skills to improve their recall of information. |

| Career Goals | The Student Will: |
| Forming a Career Identity | Predict how stereotypes might affect their career identities. |
| Planning for the Future | Predict what jobs will be available in twenty years. |
| Combating Career Stereotyping | Discuss how their parents' work influences their lives at home. |
| Analyzing Skills and Interests | Analyze the relationship between interests and abilities. |

Seventh Grade Student Competencies

| Personal/Social Goals | The Student Will: |
| Gaining Self-Awareness | Compare their characteristics and abilities with those of others, and identify their strengths. |
| Developing Positive Attitudes | Discuss ways to organize their time and personal resources. |
| Making Healthy Choices | Distinguish between substances helpful and harmful to physical health. |
| Respecting Others | Compare their personalities with others and identify their unique traits. |
| Gaining Responsibility | Discuss the responsibilities of students in the school environment. |

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| Developing Relationship Skills | Analyze the pressure they feel from peers. |
| Resolving Conflicts | Evaluate how listening and talking accurately helps to solve problems. |
| Making Effective Decisions | Provide examples of how past decisions have affected present actions. |

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| Educational Goals | The Student Will: |
| Applying Effective Study Skills | Develop a plan for monitoring study time. |
| Setting Goals | Describe what motivates them to perform well. |
| Learning Effectively | Describe ways in which others learn. |
| Gaining Test Taking Skills | Describe ways to study for different types of tests. |

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| Career Goals | The Students Will: |
| Forming a Career Identity | Explain how needs can be met in work and in leisure. |
| Planning for the Future | Predict the ways in which some present careers may be different in the future. |
| Combating Career Stereotyping | Describe occupations that are stereotyped and analyze how these stereotypes are reinforced. |
| Analyzing Skills and Interests | Analyze various methods of monitoring their progress toward a goal. |

Eighth Grade Student Competencies

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| Personal/Social Goals | The Student Will: |
| Gaining Self-Awareness | Discuss what self-concept is. |
| Developing Positive Attitudes | Predict their feelings in a variety of settings. |
| Making Healthy Choices | Practice dealing with pressure to use drugs and alcohol. |

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| Respecting Others | Describe positive qualities of people that are culturally different from themselves. |
| Gaining Responsibility | Evaluate how responsibility helps them manage their lives. |
| Developing Relationship Skills | Analyze effective family relationships, their importance, and how they are formed. |
| Resolving Conflicts | Analyze how conflict resolution skills improve relationships with others. |
| Making Effective Decisions | Demonstrate how gaining more information increases their alternatives. |

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| Educational Goals | The Student Will: |
| Applying Effective Study Skills | Evaluate the importance of maintaining a balance between study time and extra-curricular activities. |
| Setting Goals | Develop a tentative high school plan (to be reviewed each year.) |
| Learning Effectively | Identify learning styles used both in and out of the school environment. |
| Gaining Test Taking Skills | Develop skills needed to predict test questions. |

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| Career Goals | The Students Will: |
| Forming a Career Identity | Analyze how stereotypes are affecting their career identities. |
| Planning for the Future | Predict what they need to know to find a satisfying career in the future. |
| Combating Career Stereotyping | Evaluate the ways in which certain groups (men, women, minorities) are stereotyped in the workforce. |
| Analyzing Skills and Interests | Describe their present skills and predict their future skills. |